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# starting points in language skills a

To accompany Starting Points in  
Language A

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LANGUAGELAN



## Girls and boys,

The purpose of the activities in this language book is to help you improve your writing skills so that you become a good writer and like writing. You and your teacher will decide which pages you will do on your own. When you work on your own, it is important for you to read all the directions carefully and do each activity step by step. Usually there is room for you to write your answers on the page, but sometimes you will be asked to write on a separate piece of paper.

There are different types of activities in this book. They are Sentence Building, Writing Paragraphs, Writing Stories, Writing Reports, Vocabulary, Punctuation, and Usage.

**Sentence Building**—Whether you write a story or a report you are writing sentences. In the sentence building activities you will learn about the words that make up a sentence. You will build different kinds of sentences by adding words, by adding groups of words, and by combining groups of words.

**Writing Paragraphs**—As you write longer stories and reports, you will need to know how to build paragraphs. You will learn how to begin paragraphs, how to tell which sentences do not belong, and how to put your sentences in order.

**Writing Stories**—In these activities you will learn ways to improve your stories. The people in your stories will be real because you will tell what they look like, what they say, and what they do.

**Writing Reports**—Often you will want to share information with others by writing a report. To write a report you will need to know how to choose a topic, how to find the information you need, and how to make an outline before you start writing.

**Vocabulary**—A good writer tries to make strong pictures in his reader's mind. These activities will show you different ways to create vivid word pictures.

**Punctuation**—When you write something for others to read, you should use punctuation correctly to help your reader understand what you are saying. For example, when you use capitals and periods and question marks in the right places, your reader will know where your sentences begin and end.

**Usage**—Sometimes when you speak to others, you may be uncertain about the words to use. The activities on these pages will help you to know the right word at the right time.



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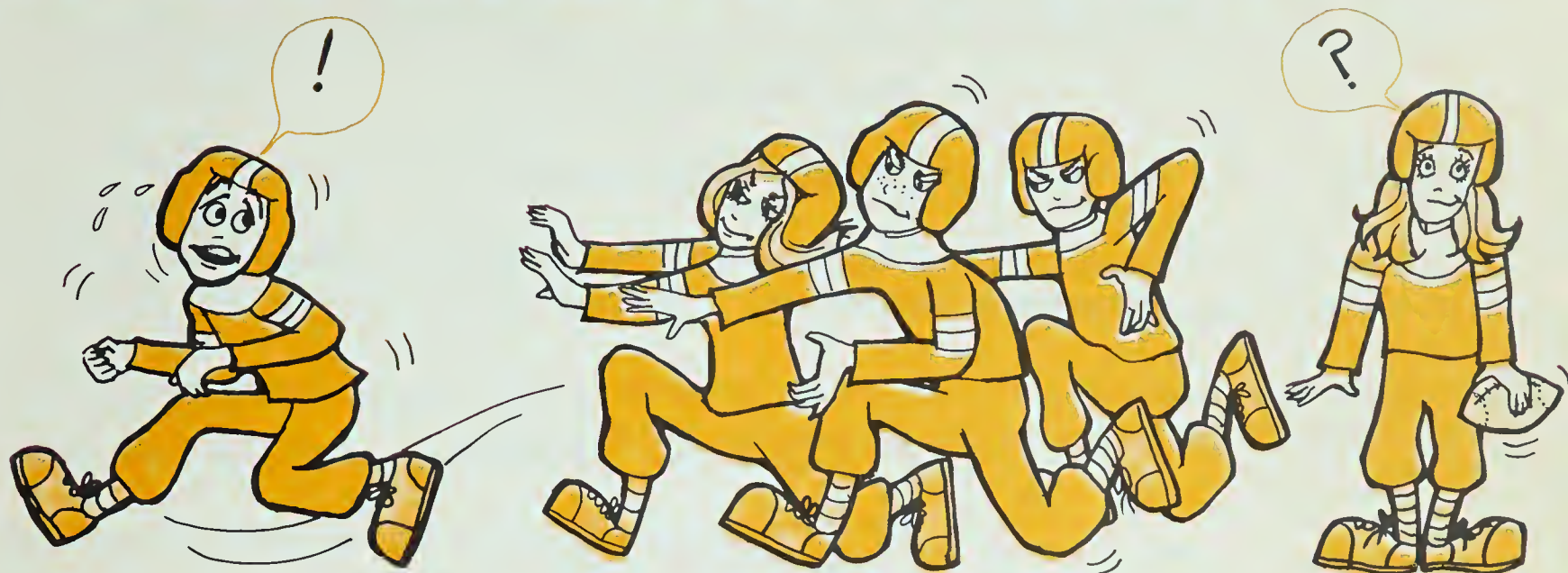
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# Kinds of Sentences



When you write a sentence, you use one of the punctuation marks below to end the sentence.

- . A period ends a statement sentence.
- ? A question mark ends a question.
- ! An exclamation mark is used to show someone is excited or upset.

Tell whether the following are statement, question or exclamation sentences.

1. Sharon likes to play tag. ....
2. Throw the ball! ....
3. Would you like to play a game of Ping-Pong? ....

Write two sentences ending in a period.

.....

.....

Write two sentences ending in a question mark.

.....

.....

Write two sentences ending in an exclamation mark.

.....

.....



# Word Order in Sentences



Read the following sentences.

Darrin ate the watermelon.

The watermelon ate Darrin.

The order of words in sentences changes the meaning. Underline the sentence above that does not make sense.

Write three sentences like the above sentence, using the word *ate* in the middle. Use other words for Darrin and watermelon. For example:

Kim ate the cookies.  
The boy ate ice cream.

- 1. ....
- 2. ....
- 3. ....

Change the word order in your own sentences. For example:

The cookies ate Kim.  
Ice cream ate the boy.

- 1. ....
- 2. ....
- 3. ....

Why is word order important? .....

Make sentences by unscrambling the word groups below. Add capitals and periods.

- 1. like mary recess play at sue and to hopscotch  
.....
- 2. at we drink we play diane's when lemonade  
.....
- 3. john delicious two baked cakes  
.....





# Beginnings and Endings



1. yesterday we went to the park to play we played on the swings and the slide it was lots of fun
2. Yesterday we went to the park to play. We played on the swings and the slide. It was lots of fun!

Which of the above selections is easier to read and understand? Why?

.....

How does each sentence in the second selection begin? .....

How do you know when a sentence has ended in the second selection?

.....

Put the correct ending punctuation in these sentences.

1. Let’s go to the park
3. Look out
5. It’s fun to play tag
2. Will it rain today
4. How are you
6. Where is Stanley

Below is a letter written by George the grasshopper to his friend Abby the ant. As you can see, George has a lot of trouble putting capital letters and end punctuation in the right places. Correct George’s letter by putting in the capital letters and punctuation, like this:

I  
it was a giant icecream cone. W  
what a sight!

dear abby,

how are you i am fine I have Been having a lot of fun with my cousin

we play skipping and hopscotch with the other grasshoppers all day

things were really hopping out here in the meadow last week d j the fox

has been causing a lot of trouble? He stole some hens from Farmer brown the

farmer was running all over looking for those hens twice he almost stepped

on me

Your friend

george



# Writing a Letter



Have you ever been away at summer camp? What do people do at summer camp? What kinds of adventures might someone have there? What might you learn to do there? How would you feel being away from home?

Imagine that you are at Camp Wannagohome. Write a letter to your family or a friend telling about the camp. Be careful to put capital letters and ending punctuation in the correct places in your letter.

Camp Wannagohome,  
Swampy River, Manitoba,  
July 29, 1980.

Dear .....





# Where? Where? Where?

Read the following sentence.

The girl is playing hopscotch.

The sentence could be more interesting if it told *where* the girl is playing. Read the sentence below. Three word groups have been added that tell *where*. Add two more word groups that tell *where*.

The girl is playing hopscotch <sub>✓</sub>  
in the schoolyard .....  
near the fence  
on the sidewalk .....

Add words or word groups that tell *where* to the following sentences. First write two sensible word groups, and then write two silly ones. One sentence has been completed for you.

1. Harry tried out his new roller skates <sub>✓</sub>  
Sensible word groups { on the pavement  
near his house  
Silly word groups { on the roof  
in the bathtub

2. I played with the jigsaw puzzle <sub>✓</sub>  
Sensible word groups: .....  
.....  
Silly word groups: .....  
.....

3. The two teams had a tug of war <sub>✓</sub>  
Sensible word groups: .....  
.....  
Silly word groups: .....  
.....



# A Paragraph is ...

Read the groups of sentences below. Write the word *paragraph* below the group that tells about only one *topic*, or main idea.

It is quite possible that the early cavechildren used natural objects as toys. I like toys. My favorite is my toy train. My cousin has one too. He lives in Halifax. Ottawa is the capital city of Canada.

.....

It is quite possible that the early cavechildren used natural objects as toys. They probably played some games that are similar to ours. I have a cold. I also like to play hockey. Our team won last night.

.....

It is quite possible that the early cavechildren used natural objects as toys. Round fruits and stones were probably thrown like balls. Branches of trees could have been used for bats. Gourds with seeds inside were perhaps the first rattles.

.....

In the group of sentences labeled *paragraph* underline the one sentence that tells the main idea of the paragraph.

Tell what you think makes a paragraph.

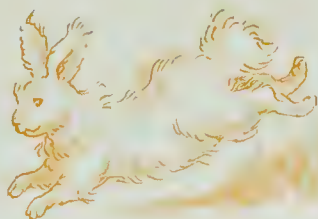
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Theme: "I'm the King of the Castle," Starting Points in Language A





# Hare or Hair?

ate — eight

hair — hare

road — rode

Words such as these pairs are called *homonyms*.

Study the word pairs again, and then tell what a homonym is.

.....  
.....

Complete the riddles below using pairs of homonyms. In the first six, one of the homonyms is given. You must find both homonyms in the last six riddles. For example,

Bucket ..... *pail* .....  
Light in color ..... *pale* .....

1. One plus one .....

Also ..... *too* .....

7. Seven days .....

Not strong .....

2. Costing little .....

Sound a bird makes ..... *chirp* .....

8. Ocean .....

Your eyes do it .....

3. Fruit .....

A set of two ..... *pair* .....

9. In this place .....

Your ears do it .....

4. Vegetable ..... *beet* .....

Hit again and again .....

10. One more than seven .....

He ... his dinner .....

5. Mountain top .....

Quick, sneaky look ..... *peek* .....

11. She ... her bicycle .....

Street .....

6. An antonym for yes ..... *no* .....

Understand .....

12. Penny .....

To smell .....





# Making Sentences



Read the following sentence.

The boy jumped.

You could make new sentences by changing some of the words in this sentence. Read the sentence below. The word *boy* has been replaced by three words. Add two more words to replace *boy*.

The boy jumped.

horse  
Ping-Pong table  
skipping rope

.....

.....

Read the same sentence below. Now words have been added to replace *jumped*. Add two more words to replace *jumped*.

The boy jumped.

laughed.  
stretched.  
kicked.

.....

.....

From the lists of words under *boy* and *jumped*, choose a combination that would make sense. For example:

The horse kicked.

.....

Now choose a combination that would not make sense. For example:

The Ping-Pong table laughed.

.....

On a separate piece of paper, draw a funny picture of the combination that does not make sense.



# Making More Sentences



Read the following sentence.

My sister skipped.

Make new sentences by replacing the underlined words with different ones, as you did on page 14.

My sister skipped.

.....

.....

.....

Choose one combination that makes sense.

.....

Choose one odd or funny combination.

.....

Replace the underlined words in the following sentence to make new sentences. One example has been done for you.

The children played in the schoolyard.

boy	skated	park
.....	.....	.....
.....	.....	.....
.....	.....	.....

Choose words from your lists to make one sensible combination.

.....

Now choose words to make one odd or funny combination.

.....





An interesting character makes a story come alive. Here are some names for story characters. Think about each of these characters for a moment.

- Miss Petunia Smiley
Ms. Priscilla Proudnose
- Mr. Horace Bumbleweed
Mr. Terence Hardheart

- Who might not speak to you when you say, "Hello"? .....
- Who might bake cookies for all the neighborhood kids? .....
- Who might always be tripping over things? .....
- Who might keep any baseballs that were accidentally hit into his or her yard?

.....

Choose one of these characters. In the space below draw a picture of him or her. Then write some sentences to tell a.) what the character looks like, b.) what the character says, c.) how the character talks, d.) how the character acts.



.....

.....

.....

.....

.....

.....

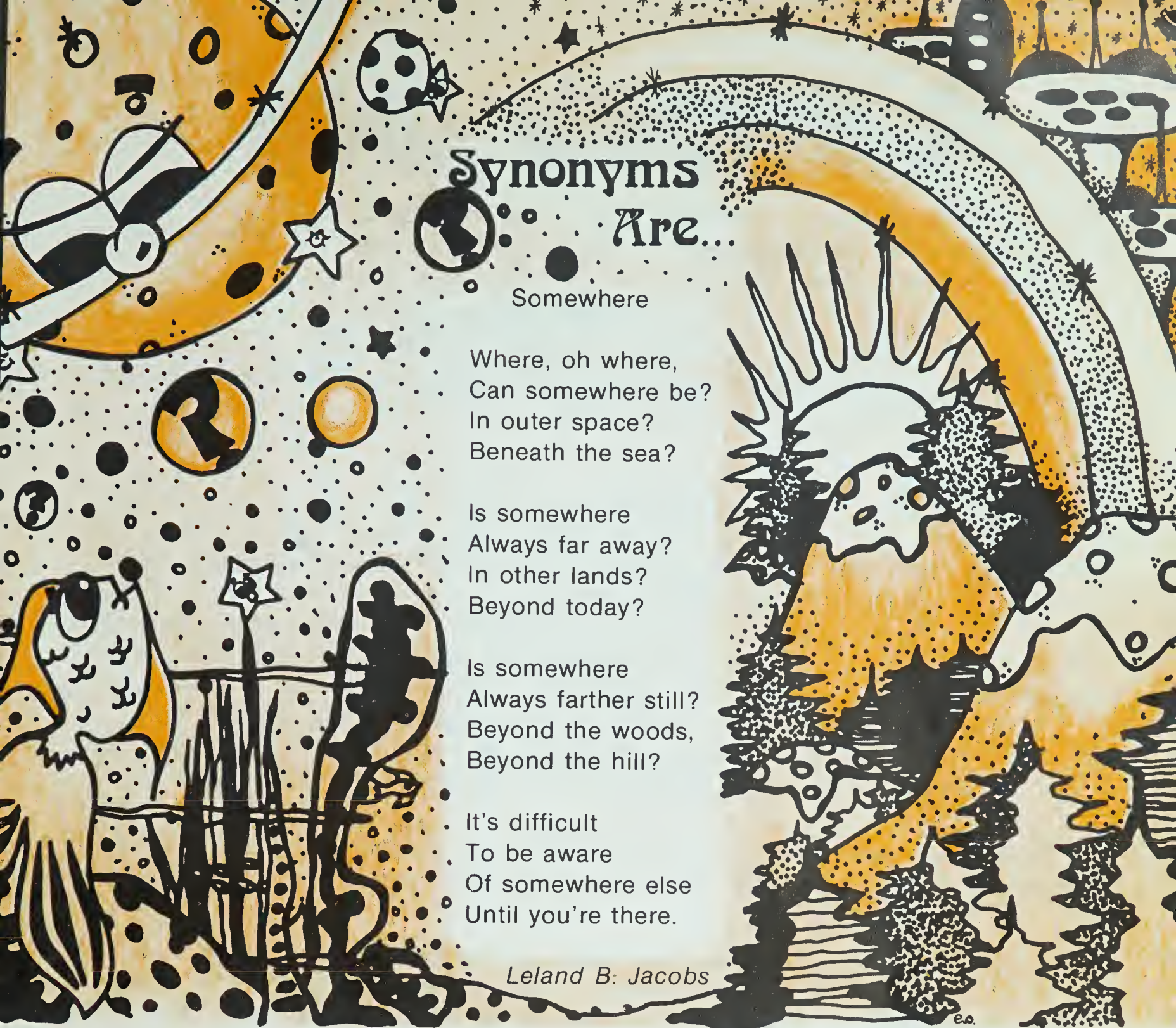
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# Synonyms Are...

Somewhere

Where, oh where,  
Can somewhere be?  
In outer space?  
Beneath the sea?

Is somewhere  
Always far away?  
In other lands?  
Beyond today?

Is somewhere  
Always farther still?  
Beyond the woods,  
Beyond the hill?

It's difficult  
To be aware  
Of somewhere else  
Until you're there.

Leland B. Jacobs



Study these word pairs:

quiet—silent  
happy—joyful

shut—close  
odd—strange

car—automobile  
brook—stream

Words such as these pairs are called *synonyms*. Study the word pairs again, then tell what a synonym is.

.....

.....

In the poem, find synonyms for these words and write them in the blanks.

under ..... hard .....

ocean ..... forest .....

countries .....

Theme: "Who Am I?" Starting Points in Language A



# A Friendly Letter

Writing a friendly letter to someone is like having a conversation. You talk in your letter and the other person answers in his or her letter. Read this letter written by Donald to his friend, Jake.

Heading	→	863 Woodland Ave., Thornhill, Ont., Oct. 15, 1980.
Greeting	→	Dear Jake,
Body	→	How are you? It seems like a long time since I've seen you. School is fine this year. We have art two times each week and P.E. three times. We're learning how to play volleyball. I have joined a Cub pack and go to meetings every Wednesday night. I also got a dog last month. I named him Wolfie. Can you ask your mother if you can visit me during the first weekend of November? It's my birthday and we can have a great time together.
Closing	→	Your friend,
Signature	→	Donald

The five parts of Donald's letter are named on the left. Read and study each part. Circle each capital letter in Donald's letter and think why it is used. Draw a square around each period and think why it is used. Make a list of the places in which the comma is used. ....

1. Write a heading for a letter, using your home address and today's date.

.....

.....

.....

2. Write greetings for one letter to your grandparents and another letter to a friend.

.....

3. Write the closings for the two letters in number two.

.....

.....



# Write to a Friend



Write a friendly letter using one of the ideas below.

1. A friend is in the hospital.
2. A friend has moved.
3. You have a new pen pal in the Northwest Territories.



# An Apostrophe is ...

Read the following sentences. Notice where the apostrophe (') is placed.

The bird's feathers were bright green.  
The baby's crib stood near the window.  
The girl's hat was white and fuzzy.

What work does the apostrophe do in the above sentences?

.....

Replace each of the phrases below with a group of words containing an apostrophe to show ownership. The first one is done for you.

- 1. the bike belongs to the boy ..... the boy's bike
- 2. the story written by Joe .....
- 3. the tail is part of the dog .....
- 4. the child owns the toy .....
- 5. the hookah that belongs to the Caterpillar .....
- 6. the feelings that Alice had .....

Note what usually happens when the owning word is more than one.

One	More Than One
crow's wings	crows' wings
dog's chain	dogs' chains
lion's den	lions' dens

Where is the apostrophe placed when the owning word is more than one and ends in "s"? .....

Place the apostrophe correctly in the phrases below.

One	More Than One
1. the ladys hair	the ladies hair
2. the girls pencil	the girls pencils
3. the boys pet	the boys pets
4. the kittens whiskers	the kittens whiskers



# What's this?



Often when you speak or write, you run words together.

You say "He wouldn't notice" instead of "He would not notice."

You say "That's lovely!" instead of "That is lovely!"

Words that are shortened, or contracted, are called contractions. Here are some more contractions.

*he's for he is*  
*they've for they have*  
*it's for it is*

What does an apostrophe do in a contraction? .....

Rewrite the following conversation on a separate piece of paper. Use contractions for the underlined words so that the conversation sounds the way Brenda and Jamie would talk.

Brenda: Look what is hidden in this drawer. It is a book of stories.

Jamie: Let us look at it. Oh, here is a story I have read in school. It is called "The Shoemaker and the Elves."

Brenda: I do not think that I have ever heard that one. I will read it later when we have finished cleaning up this room.

Jamie: Yes, we had better get busy.



# IT'S AN ORDER

A command sentence gives an order, or command. Read these examples:

Close the door.  
Come here, please.  
Don't touch that hot dish.

Write the command sentence you might say if you saw the following:

- a girl throwing a candy wrapper on the ground. ....  
.....
- an older boy picking on a frail young boy. ....  
.....
- your dog rummaging through the contents of a neighbor's garbage bag. ....  
.....

The following are examples of the four kinds of sentences—statement, question, exclamation, and command. Write each sentence beside the correct heading given below.

1. A dog can be a faithful friend.
2. We won!
3. Follow me.
4. The old car lay abandoned at the side of the road.
5. How many children are going on the fishing trip?
6. Wear your mittens.
7. That is a shocking story!
8. What is your name?

Statement .....  
.....

Question .....  
.....

Exclamation .....  
.....

Command .....  
.....



# Parts of a Sentence

Most English sentences have two parts. Study the sentences below. The diagonal slash mark divides the two parts.

The graceful bird / soared through the air.  
My best friend / has lots of freckles.  
Our tiny puppy / came frolicking through the field.

unit A

Alice  
Chocolate pudding  
The ballet teacher  
The angry lion  
The tiny bird

The football team

unit B

frightened us.  
was afraid of the caterpillar.  
danced gracefully across the floor.  
roared ferociously.  
flew over the fence.  
won four games this season.

Combine word groups from unit A with word groups from unit B to make sentences. First write three sensible combinations. For example:

The ballet teacher / danced gracefully across the floor.

1. ....
2. ....
3. ....

Now write three silly combinations. For example:

The football team / flew over the fence.

1. ....
2. ....
3. ....



# Name & Tell

In the exercise on the last page, you combined word groups to make sentences. Below are word groups that don't make sense by themselves. Each word group needs another word group to make good sense.

Make each sentence complete by adding a word group of your own.

1. Rude little Rebecca .....
2. .... asked, "Would you lace my shoe?"
3. The boy in the park .....
4. .... made loud noises and terrible faces.
5. Little Joe Tunney .....
6. .... fell down a rabbit hole.

When you added word groups in the exercise above, you were making a *sentence*. Most *sentences* contain two parts, like this one:

Joe Tunney / acted foolish and wild.  
          ↗                                  ↖  
(naming part)                  (telling part)

One part is called the *naming part* because it names some person, place, or thing. The second part is called the *telling part*.

Write some incomplete sentences of your own. In some sentences, leave out the naming part. In others, leave out the telling part. Then trade books with a classmate and each of you complete the other's sentences.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



# A Verb is...

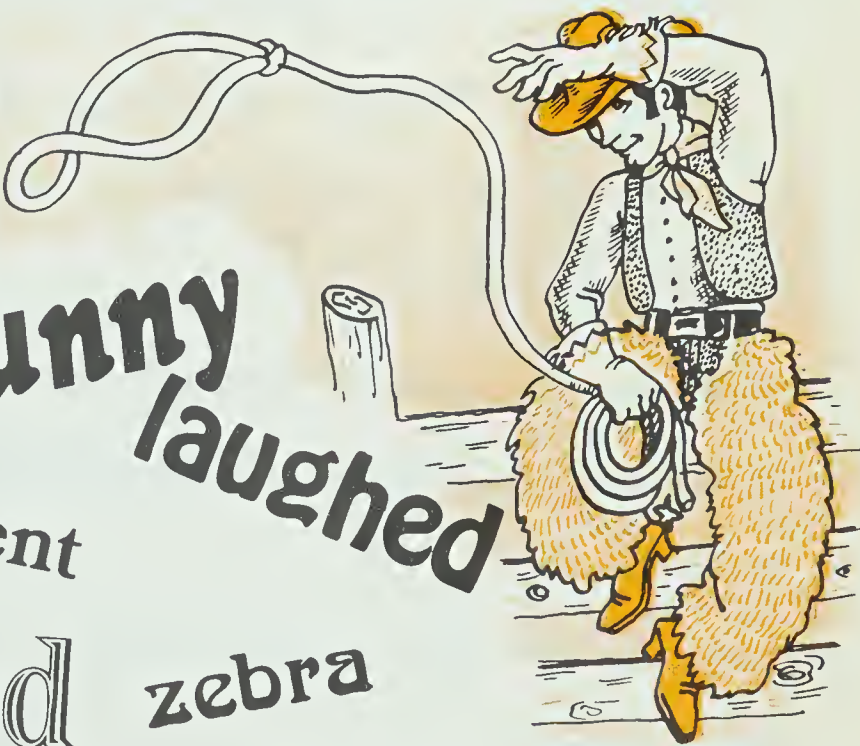
Write three words that would make sense in each sentence below. The first one is done for you.

1. A young man.....sang.....
2. The boy.....the cake.
- arrived.....
helped.....
3. Amy likes to.....
4. The cat was.....by the dog.
- .....
.....

The words that fit into the sentences above are called *verbs*. A *verb* usually tells what someone or something *does* or *did*; what it *is* or *was*; or what *is done* or *was done* to it or about it.

Help the cowboy lasso the verbs. Circle all the verbs below.

**ran** **bounces**  
**sleepily** **red**  
**is** **funny**  
**hungry** **apartment**  
**chattered** **laughed**  
**zebra**



Choose any three of the verbs you have circled. Then use the verbs to write three sentences.

.....

.....

.....





Read the following sentence telling what the girl at the right is doing. Underline the verb.

Gina kicks the ball.

Rewrite the above sentence, changing the verb to past time. Underline the verb.

Yesterday .....

Verbs change form to show the difference between present time (present tense) and past time (past tense). Read each sentence in the left column and read the sentence in the right column. Notice how the verb changes.

**Present tense**

**Past tense**

Little Joe Tunney acts like a clown.  
Rebecca always slams the door.  
I want a kite for Christmas.

Little Joe Tunney acted like a clown.  
Rebecca always slammed the door.  
I wanted a kite for Christmas.

What ending is added to these verbs in their past tense form? .....

Complete each sentence by using the past tense of the verb in brackets.

- 1. The Caterpillar ..... at Alice in silence. (look)
- 2. "Who are you?" he ..... (ask)
- 3. The animals ..... at Joe Tunney. (stare)
- 4. The people ..... him. (watch)
- 5. The elephant ..... Joe up in the air with his trunk. (lift)
- 6. I ..... the movie *Oliver!* (enjoy)
- 7. After playing a game, the boy and his dog ..... to rest. (stop)





Read the first sentence. Study the words in the list below and circle each word that would make sense in the first sentence. Then do the same with the second and third sentences.

I have a .....  
I took a trip to.....  
I spoke to .....

- |           |       |         |        |
|-----------|-------|---------|--------|
| spider    | flew  | parlor  | Wilbur |
| spin      | Italy | trapped | Ottawa |
| Charlotte | web   | danced  | table  |

The words that fit into the sentence above are called *nouns*. A *noun* names a person, place or thing.

Write two nouns of your own that would make sense in each sentence below. The first one is done for you.

1. Spiders dine on crispy, crunchy .....insects  
.....crickets
2. Fern left the ..... and started for home.  
.....
3. It would be fun to visit the city of .....  
.....
4. Trying to break loose from Charlotte’s web, the ..... beat his wings frantically. ....
5. “I’m not entirely happy about my diet,” Charlotte said to .....  
.....
6. The fly with the silver wings hovered near the .....  
.....
7. Wilbur asked Templeton for a piece of .....  
.....



# More Than One?



This *spider* spins faster than these *spiders*.

In the sentence above, *spider* is a singular noun and *spiders* is a plural noun. *Singular* means *one* and *plural* means *more than one*.

Most nouns form their plurals by adding *s* or *es*. Write the plurals of these nouns by adding *s* or *es* where necessary:

section .....	scorpion .....
leg .....	fox .....
dish .....	strand .....

Some nouns form their plurals in other ways. For example, the plural of *tooth* is *teeth* and the plural of *child* is *children*.

Each sentence below has two nouns. One noun is singular, and one is plural. List the singular nouns under the heading *Singular*; list the plural nouns under the heading *Plural*.

1. Three small deer scampered through the forest.
2. The two men were startled by the scorpion.
3. Some spiders play dead when a mouse comes near.
4. The tarantula can bite and paralyze its enemies.

Singular

Plural

.....	.....
.....	.....
.....	.....
.....	.....





Make new sentences by replacing the underlined words in the following sentences.

The tarantula crawled slowly across the floor.

.....

.....

.....

.....

Choose words from your lists to make two interesting combinations.

.....

.....

In each of the following sentences, choose three words to replace. Underline the words you choose. Then replace the words you underlined.

1. Wilbur shook his head.

.....

.....

.....

2. Spiders eat moths and tasty cockroaches.

.....

.....

.....

3. The web glistened in the sun.

.....

.....

.....



# What's the Main Idea?



You have learned that a paragraph is a group of sentences that tell about one idea. Read the paragraph below and think about the main idea.

Spiders live in different kinds of places. Some live in houses. Some live in gardens. Some spiders even live in water. They must come to the top of the water for air when they need it.

One sentence in the paragraph above tells the main idea. Write that sentence on the line below.

.....

Following are some more paragraphs. On the line below each paragraph write the sentence that tells the main idea of the paragraph.

A spider's body has two parts. One part is the head. This is the small part. The other part is the abdomen. This is the plump part.

.....

Spiders have many ways of protecting themselves. Some kinds of spiders spin loose threads that trap their enemies. Mother spiders often spin egg cases to protect their eggs or young spiders. The trap-door spider closes the door of his underground tunnel until his enemy is gone.

.....

Most spiders are very helpful to us. They eat harmful insects. Often the insects they eat carry diseases or harm plants.

.....





Complete the following sentence. A paragraph is .....

.....

Read the sentences below. Three sentences in each group tell about the same idea or topic. One sentence does not tell about this topic. Underline this sentence. The first one is done for you.

1. All spiders can produce silk.

2. The silk comes out in a liquid thread and hardens on contact with the air.

3. Spiders have eight legs.

4. The silk is produced in glands located in the rear part of a spider's body.
1. The scorpion hides under a stone to wait for an insect to come within reach.

2. A spider never gets caught in his own web.

3. He knows how to avoid the sticky threads in the web.

4. In addition, his body is oily and this prevents him from sticking.
1. The trap door spider digs a burrow that is about 2 centimetres wide and 15 centimetres deep.

2. When an insect comes near, he pops out of his burrow to catch it.

3. He returns to his safe burrow quickly.

4. The crab spider moves sideways like a crab.
1. Ballooning is one method of travel for the young spider, or spiderling.

2. A spiderling is much smaller than his parents.

3. First the spiderling sits on a tall plant or long blade of grass.

4. He spins long silk threads which the wind lifts, carrying him through the air.
1. There are many different kinds of spider webs.

2. Grass spiders spin wide, flat webs over grass and shrubs.

3. House spiders spin tangled masses of silk in the corners of houses.

4. Female spiders lay from fifty to one hundred eggs at a time.
1. The daddy-longlegs is related to the spider.

2. It is recognized easily because of its extremely long legs.

3. Except for the polar regions, spiders are found in all parts of the world.

4. The body of the daddy-longlegs is divided into nine parts.



# ADJECTIVES ARE...



Read the following sentence. Underline the nouns *boy* and *spider*.

The boy stared at the spider.

The sentence doesn't tell you very much about the *boy* or the *spider*. How can you tell a little more about the *boy*? Is he big or small, curious or uninterested, frightened or calm? Write the sentence three times, describing the *boy* three different ways. For example:

The curious boy stared at the spider.

The freckle-faced boy stared at the spider.

.....

.....

.....

Now think about the *spider*. Use your own ideas about the *spider* in three sentences. For example:

The boy stared at the busy spider.

The boy stared at the hairy spider

.....

.....

.....

Words which describe or tell about a noun are called *adjectives*.

For each of the nouns below, write two adjectives which could be used to make a clearer word picture.

..... bugs	..... web	..... breakfast
.....	.....	.....



As



As



Use an adjective to complete each of the following sentences.

1. You stayed out in the sun too long and got a bad sunburn. Your skin feels .....

2. You reach up for an apple and by mistake grab a spider web. It feels .....

3. You have been looking forward to this ball game, but it is cancelled. You feel .....
4. You come upon a cave and decide to go exploring. The cave is very .....

5. Your alarm clock wakes you suddenly on the first school day of the year. It sounds .....

6. You are telling your parents that you hit a home run. You feel .....

Read the following sentences and decide which paints a better word picture.

- My slippers are soft.
- My slippers are as soft as a kitten’s fur.

When you compare two things using the word *as* you often give a clearer picture to your reader.

Rewrite the examples you just finished, using *as* and a comparison.

1. Your skin feels as ..... as .....
2. The spider’s web feels as ..... as .....
3. You feel as ..... as .....
4. The cave is as ..... as .....
5. The alarm sounds as ..... as .....
6. You feel as ..... as .....

Write sentences using *as* and a comparison for the words below.

- storm clouds .....
- stars .....
- hot chocolate .....



# A Simile is ...



When you compare two things using *like* or *as*, you are using a *simile*.

The sheep were as fluffy as clouds.

The witch's green eyes glittered *like* emeralds.

Complete the squares below by creating three similes of your own. Draw a picture of each of your similes. The first one is done for you.

as beautiful as



a field of flowers

a sunny day

a smiling face

as lonely as

.....

.....

.....

as loud as

The wind blew like

.....

.....

.....

.....

.....

.....



# Using Abbreviations



ACE Pastry Service

tel. 652-437

1224 Doughnut Dr.  
in Bracebridge, Ont.

Mr. Wm. F. Bread, Pres.

Ms. Rhoda Smith, Vice Pres. and Gen. Mgr.

Open Mon.-Sat., 9 a.m.-6 p.m.

Read the above advertisement that has been taken from the yellow pages of the telephone book.

Is the ad difficult to read? Can you understand all the words in it?

.....

Many of the words are not complete. They have been *abbreviated*. An *abbreviation* is a short way of writing a word. Find and underline the abbreviations in the advertisement.

What punctuation mark follows the abbreviation? .....

Why is it a good idea to use abbreviations in a telephone book?

.....

On the line beside each word below write the abbreviation which is sometimes used to stand for that word.

Titles		Addresses	
Mister.....		Street.....	
Doctor.....		Avenue .....	
President .....		Road .....	
Manager.....		Apartment .....	
General Manager .....		Building .....	





# Report or Story?



A story has events which can be true or imaginary. A report is different from a story because it is always true. A report gives information about a certain topic.

On the line below each of the following paragraphs write *story* if the paragraph could be part of a story, and *report* if it could be part of a report.

Watch a fly as it walks. At each step it moves three legs forward at almost the same time. These are the front and hind legs on one side and the middle leg on the other. At the next step the other three legs move. In this way the insect is always resting solidly on three legs as it moves forward.

.....

The Mole had been working very hard all morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms.

.....

Spiders are, as almost everyone knows, wonderful spinners. They spin silk threads from glands in their own bodies. Their silk is finer than human hair and stronger than a steel wire of the same thickness. Some spiders weave large and complicated webs.

.....

Many insects defend themselves by "chemical warfare." If you have ever been stung by a bee, you know how effective this kind of protection is. Poison stings are used by many bees, wasps, hornets, and some ants. Some caterpillars protect themselves in the same way.

.....

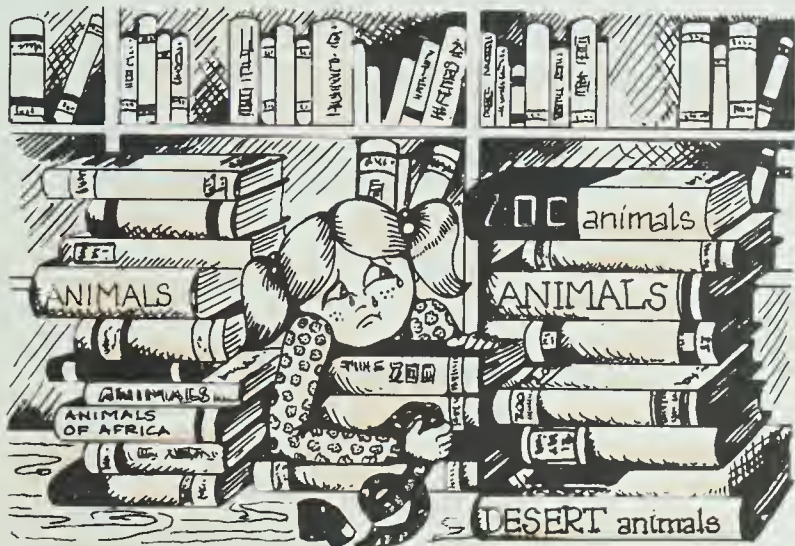
She peered at it more closely. It seemed a very unusual kind of bear. It was brown in color, a rather dirty brown, and it was wearing a most odd-looking hat, with a wide brim, just as Mr. Brown had said. From beneath the brim two large, round eyes stared back at her.

.....



# Choosing a Topic

When you write a report, it is important to choose a topic that is the right size. For example, if you chose the topic “Animals” you would probably find that there was too much information for a report. If, however, you chose the topic “The Right Eye of the Robin,” you would probably discover that there was not enough information.



Supposing you wanted to write about spiders but you had decided that the general subject “Spiders” was too big for a report. Instead you might choose to pick the topic “How Spiders Spin Webs.” What other topics about spiders might you choose to write about? List three topics on the lines below.

.....

.....

.....

Study the following list and find the three most general subjects. List them on lines A, B, and C. Place the other topics under the right general subject areas.

Discovery of Paper  
How an insect sees  
Flight  
Ants  
Gliders  
Wrapping Paper

Model airplanes  
Insects  
Early airplanes  
How paper is made  
Ladybird Beetles  
Paper

A. .... B. .... C. ....

.....

.....

.....





Some verbs do not form their past tense by adding *ed*. They are called irregular verbs, because they are unlike the regular *ed* verbs. Below are some irregular verbs. Notice the past tense form.

Present tense	Past tense	Present tense	Past tense
come	came	do	did
drink	drank	eat	ate
bring	brought	give	gave
go	went	fly	flew
buy	bought	break	broke
catch	caught	think	thought
write	wrote	see	saw
draw	drew	begin	began
run	ran	sing	sang
took	take	throw	threw

Complete each sentence by using the past tense of the verbs in brackets.

1. The children on the relay team ..... quickly. (run)
2. The tall man suddenly..... the boy by his shirt. (catch)
3. Two boys ..... through the hole in the fence. (climb)
4. The macaques were angry when they ..... the intruder. (see)

Write three sentences using the past tense of the following verbs:

eat .....  
write .....  
fly .....

Write a conversation that might have taken place between the tortoise and the hare. Include at least three of the irregular verbs at the top of the page.

.....  
.....  
.....  
.....  
.....



# Mouse and Mice – House and Hice?

Read the pairs of sentences below, noting the underlined words.

Open the curtain.  
We put up new curtains in the bedroom.

I put a box on the table.  
There were boxes all over the floor.

How was the underlined word in the first pair of sentences changed to its plural?

.....

How was the underlined word in the second pair of sentences changed to its plural?.....

Some words change in other ways when they become plural.

The men sat in the garden.  
There were two mice in the cage.

Some words do not change at all when they become plural.

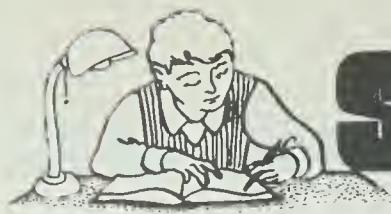
We saw several moose in the field.

Beside each sentence below is a singular noun. On the line provided in each sentence, write the correct plural form of that noun.

- 1. child Most..... are curious about the world around them.
- 2. leaf They want to know how..... grow.
- 3. deer “How many..... are left?” they sometimes ask.
- 4. foot How many..... does an ant have?
- 5. crocus Why do..... bloom in the early spring?
- 6. goose How do wild..... know when to fly south?
- 7. sheep Why do..... grow such woolly coats?
- 8. clump Why do birches so often grow in.....?
- 9. brush Where did you put the..... yesterday?
- 10. woman How many..... were on the team?

Theme: “Starting Points,” Starting Points in Language A





# Starting a Story

A good story beginning should make a reader want to finish reading the story. The beginning should give the reader an idea of what the story will be like. For example, is it a funny story or is it a scary story? The beginning should get the story started in an interesting way but it should not give away too much.

Below you will find two pairs of story beginnings. Underline the story beginning in each pair which you think is a more interesting beginning for a story.

1. When Tom woke up that Saturday he felt in his bones that it would be an exciting day. He packed a flashlight, some string, and a lunch and raced over to Larry's place.
  2. Last Saturday Tom and Larry thought they saw a ghost in the old Simmons' place. It turned out to be their friend, Sam, playing one of his practical jokes.
- 
1. We had a family of squirrels in our attic. My father saw them.
  2. For weeks we had been hearing mysterious noises in our attic. Dad finally decided to investigate.

Tell what is wrong with the story beginnings you didn't choose.

.....

.....

.....

.....

.....

- Change the sentences below to make them good beginnings for a story.
1. One night during a bad storm a tree crashed down on our garage.
- .....
- .....
- .....
- 
2. The boys sat down and talked about the strange man they had seen in the store.
- .....
- .....
- .....



# Start with a Picture

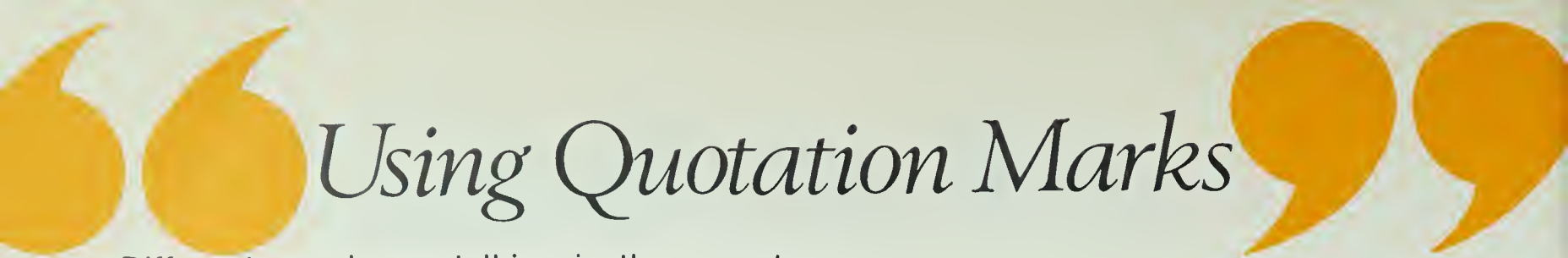
Tell one thing a story beginning should do. ....

Tell one thing a story beginning should not do. ....



Write two or three sentences that would make a good story beginning for each of the above pictures. Write your story beginning on a separate piece of paper.





# Using Quotation Marks

Different people are talking in these sentences:

Tracey asked, "What book shall we read?"  
"Let's read *The First Child on Mars*," replied Susan.

What marks are used around the exact words of each speaker? .....

In what other way are these words separated from the rest of the sentence?

.....

Imagine that you have just landed your spacecraft on the planet Mars. Suddenly you hear voices. A group of Martian children are having a party and you overhear them talking. Replace the words they speak with English words. Use capitals, periods, commas, and quotation marks correctly. The first one is done for you.

- 1. "Yeemeck nop ogerfuss formek?" asked Xeená.  
"May I have some space cake?" asked Xeená.

- 2. "Coonoot setta," replied Kedar.

.....

- 3. "Tokan blimpo starcho wasnet crumper si simol yot," added Xeená.

.....

- 4. "Zippon deela ot ivnot pinky!" exclaimed Hitoot.

.....

Fill in the questions or answers needed in the following conversations.

- 1. "What's the weather like today?" asked Brian.

.....

- 2. ....

"I think I'll go to the movies," replied Zelda.

- 3. ....

"His name is Patches," answered Gomez.

- 4. Norman asked suspiciously, "What are you doing snooping around here?"

.....



# “GOOD GRIEF!”

You have learned to put quotation marks (“ ”) around the speaker’s words. The rest of the sentence is sometimes called the *tag*. The *tag* tells who is speaking.

“Good grief!” muttered Charlie Brown.

speaker’s words                      tag

Underline the tag words in the exercises you did on page 42.

Add tag words to these sentences.

1. “Good writing is hard work, ” .....
2. ...., “On your mark, get set, go!”

Underline the correct word in the brackets in these sentences:

In sentence one, the tag comes (before, after) the quotation.

In sentence two, the tag comes (before, after) the quotation.

Sometimes the tag comes in the middle of the quotation, instead of before or after it, as in these sentences:

“On our way to school,” said Adam, “we saw a snake.”

“Yes,” added Mike, “it was red and yellow and black.”

This is called a *broken quotation*. The speaker’s words are broken by the tag.

1. Underline the exact words of the speaker in the first sentence.
2. Underline the exact words of the speaker in the second sentence.

Notice that the exact words of the speaker make up one complete sentence. Therefore the second group of spoken words does not need to begin with a capital letter.

1. What punctuation is used after the first group of spoken words? .....
2. What punctuation is used after the tag words? .....
3. What kind of letter begins the second group of spoken words? .....

Below are some broken quotations. On a separate piece of paper, rewrite each quotation, placing the quotation marks, commas, and periods where they belong. Be sure to keep commas and periods *inside* the quotation marks as in this example:

“Please, lion,” squeaked the mouse, “let me go.”

1. No growled the lion that would be foolish for I am hungry
2. If I live added the mouse I might be able to help you some day
3. But I am hungry now said the lion and I cannot wait for some day



# Make it come **ALIVE**

Read the following pairs of sentences. Which sentence in each pair do you think paints a better word picture? Make a check mark before that sentence. Which words in the sentences you chose did you like? Underline these words. On the line below the sentences tell why you chose the sentence you did.

The wind blew through the trees.  
The wind howled through the trees.

.....

The rain danced on the tin roof.  
The rain fell on the tin roof.

.....

The little boy sat in the big chair.  
The big chair seemed to swallow up the little boy.

.....

Which of the sentences above make a thing seem like a person? Did you choose those sentences?

Think of a thing. Then think of something it might seem to do that people do. Write your ideas on the lines in the blocks below and then draw a picture of what you wrote. The first one is done for you.



The train pierced the night with his one yellow eye.

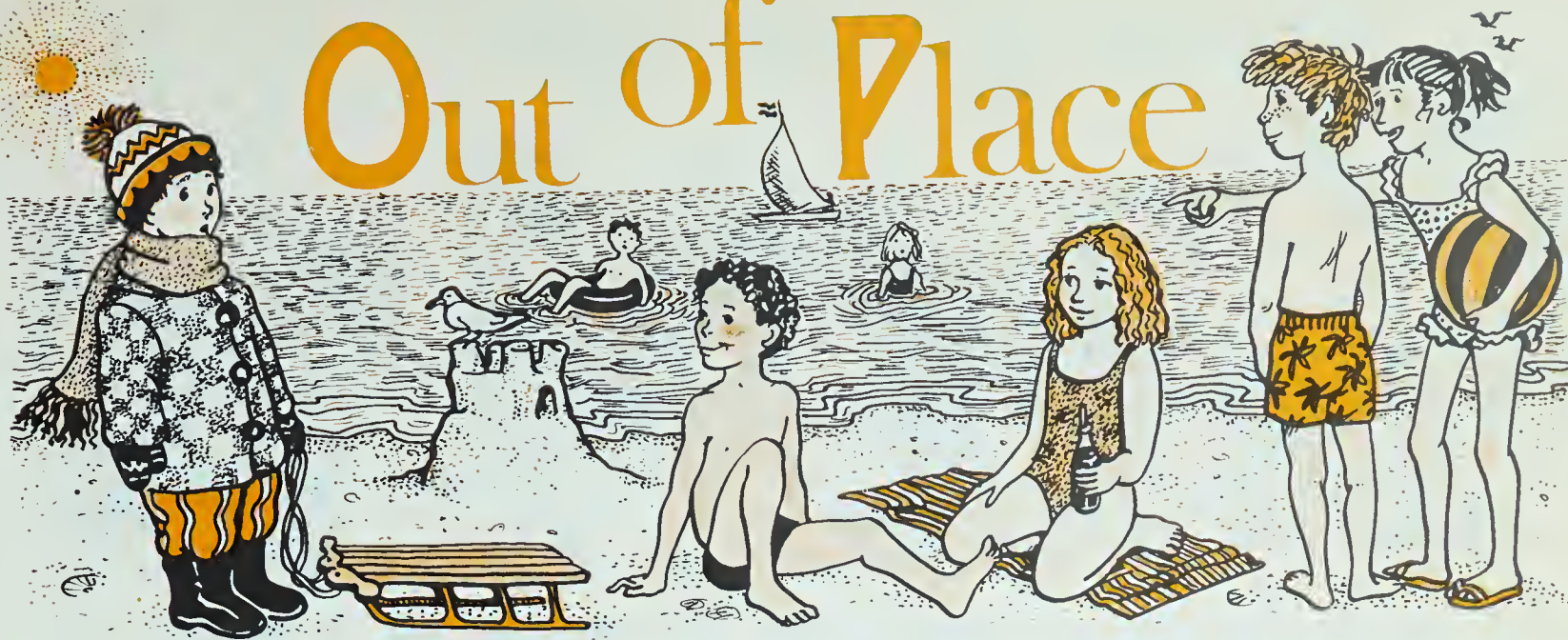
.....  
.....

.....  
.....

.....  
.....



# Out of Place



Tell why these words belong together.

daisy

violet

tulip

rose

Toronto

Edmonton

St. John's

Vancouver

hop

skip

run

jump

.....

.....

.....

.....

.....

.....

Underline the word that doesn't belong in the square at the right. Then complete the squares below by writing words in them. For each square, include one word that doesn't belong. Have a classmate underline it.

leopard

tiger

cougar

chihuahua



# Writing a Paragraph



Any paragraph that you write should contain only one main idea. All the other sentences should tell something about the main idea.

The following paragraph contains a sentence which is out of place because it does not tell something about the main idea. Underline the sentence that is out of place.

Mr. Popper, the neighborhood handyman, was very absent-minded. One time, a lady had asked him to paint her kitchen green. Mr. Popper was such a dreamer that he painted three walls green and one wall yellow. My sister's kitchen is yellow. It worked out all right in the end, though. The lady liked it so much that she wanted him to leave it that way. In fact, when the other neighbors saw it, they all decided to paint their kitchens using two different colors. So Mr. Popper's mistake turned out to be a brand new fashion in the neighborhood.

Write a short paragraph on one of these topics or on a topic of your own choice. Insert a sentence which is out of place. Have a classmate underline the sentence which is out of place.

- Topics:
1. the parade
  2. equipment for playing hockey
  3. caring for a pet
  4. my favorite TV show

.....

.....

.....

.....

.....

.....

.....

.....





Replace the underlined words in the following sentences. Use vivid or interesting words. An example is done for you.

Garry <u>mixed</u>	the <u>milk</u>	and <u>chocolate</u>
<u>weighed</u>	<u>garden</u>	<u>pencil</u>
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Choose words from the above lists to make two odd or funny sentences.

.....

.....

Replace the underlined words in the following sentences. Then choose words and write two sentences that make sense.

<u>Rabbit</u>	<u>fur</u>	is <u>soft</u> .
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

I like <u>cake</u>	that is <u>brown</u>	and <u>spicy</u> .
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



B U I L D I N G

w i t h

A D J E C T I V E S

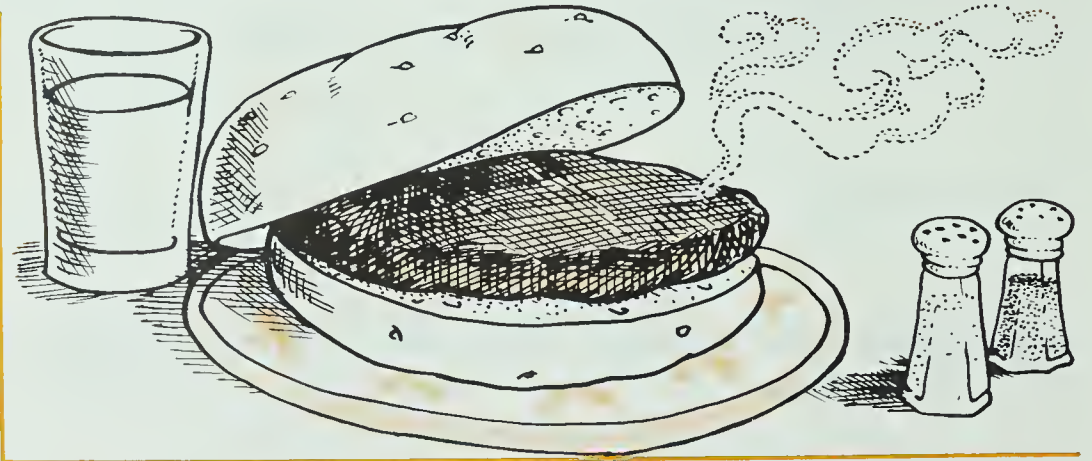
Read the following sentence.

Sheila ate a hamburger.

The sentence could be made more interesting by telling something more about the hamburger. Add some words *before* the word hamburger, like this:

Sheila ate a hamburger.

thick  
juicy



Now add groups of words *after* the word hamburger to tell more about it, like this:

Sheila ate a hamburger

with onions.  
smothered in cheese.



Add words or groups of words to the following sentences. One example is done for you.

1. Mother cut some apples to make a pie.

tiny, red that were ripe

2. My little brother made some fudge



# \*\*\*\*\* Telling Things in ORDER

You have learned that it is important to keep to one main idea when writing a paragraph. It is also important to tell things in the correct order.

Mischievous Mike is fond of pranks. He also likes to make things. Mike has written instructions telling how to make animal faces out of foil TV trays, but he has tried to trick you by scrambling the order of the sentences in his paragraph. Outwit Mike by rewriting the paragraph putting the sentences in the proper order.

## How to Make Animal Faces



Then turn the tray over. Bend the rim down and press against the sides to smooth out the rough edges. Cut eyes, nose, ears, whiskers, etc. from felt, glue in place, and your TV tray face is finished! To make a TV tray face, cut the large section from a four-section tray, leaving a rim around the edges.

.....

.....

.....

.....

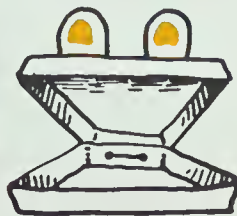
.....

.....

.....

.....

Study the pictures of the objects below. Choose one object and, on a separate piece of paper, write instructions telling how to make it. Be sure to write the sentences in order so that your instructions are clear.





# How to do it



Choose from the topics below and write a paragraph. Be sure to tell things in the right order.

1. Give directions that will tell how to get from your house to some other place.
2. Write instructions telling how to play an indoor game or an outdoor game.
3. Explain how to make or build something, for example, a balloon mask, a bird feeder, or a papier-mâché animal.
4. Write a recipe for something you have made.



# It's Too Long

Read the paragraph below.

On Sunday I went for a hike with my friend, Terry, and we got lost and we walked around for hours in the woods and we were very frightened. At last we heard some voices then we walked toward them and soon met some other hikers. Luckily they had a map so we followed them and we got home safely and we decided that we'd better carry a map next time.

How many sentences does this paragraph contain? .....

You probably had trouble reading the paragraph because it contained so many long, run-on sentences. A run-on sentence is a sentence which contains several sentences strung together by words such as "and", "so", and "then."

We had fun and we played in the attic and then later we went outside.

We had fun. We played in the attic. Later we went outside.

Which of the above is a run-on sentence? How do you know?

.....

How was the run-on sentence improved? What words were left out?

.....

Improve the run-on sentences below by dividing them into shorter sentences.

1. I met a skunk in the woods yesterday and he sprayed me and then I ran home fast to take a bath.

.....

.....

2. When we went to the fair we went on a lot of rides and we ate hot dogs and candy apples.

.....

.....

3. My little brother fell in a mud puddle and he was covered with mud from head to foot so my mother laughed when she saw him.

.....

.....



# It's Not Too LONG



Rewrite the paragraph at the top of page 51 on the lines below. Correct any run-on sentences you find.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Compare your paragraph with a partner's. Will you need to make any changes?

Write a paragraph on one of the topics below. Be sure not to use any run-on sentences.

A Day at the Fair  
The Birthday Party

A Trip to the Zoo  
Our Picnic

A Walk in the Woods  
The Lazy Day

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Theme: "How Do You Know Your Soup Is Hot?" Starting Points in Language A





Look at the sentences below.

The telephone rings.  
The telephones ring.

In the second sentence the noun has been made plural. What other word has been changed to agree with the noun? ..... Why? .....

Rewrite each sentence below, changing the underlined noun to its plural form. Say the sentence to yourself. Then make any other changes that are necessary.

- 1. A juicy hot dog sizzles on the grill.  
.....
- 2. The boy enjoys making marshmallow-walnut fudge.  
.....
- 3. A worm feels slithery.  
.....
- 4. The girl always buys candy floss at the fair.  
.....
- 5. My little sister loves to wade in clinging mud.  
.....
- 6. The woman goes skating with her children.  
.....



# Who Owns It?

Rewrite each word group below so that you use the possessive form of the underlined noun; for example,

the hat that belongs to the pilot—the pilot’s hat

the ears that are part of the rabbit— .....

the green bike that belongs to Ronald— .....

the candy floss that was bought by the girl— .....

In the examples below, you will see what happens to the apostrophe (') when the owning word is plural.

Singular	Plural
the skunk’s stripe	the skunks’ stripes
the baby’s crib	the babies’ cribs

Rewrite the following word groups on the lines below. Place the apostrophe where it belongs.

Singular	Plural
the knights shield	the knights shields
the childs game	the childrens games
the lions mane	the lions manes
the fishs scales	the fishes scales
the clowns hamburger	the clowns hamburgers
the ladys shoe	the ladies shoes

Singular	Plural
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



# SMALL~SMALLER~smaller..



Study the chocolate bars and complete the sentences. Use forms of the word *small*.

← This chocolate bar is *small*.



← This chocolate bar is ..... than the first one.



← This bar is the ..... of the three.

What ending did you add to the adjective *small* when you compared two chocolate bars?

What ending did you add to the adjective *small* when you compared three chocolate bars?

Notice how the following comparing forms differ from the above example.

	<i>comparing two</i>	<i>comparing more than two</i>
good	better	best
bad	worse	worst

Choose a word from the brackets to complete each sentence below.

- Candy floss is ..... than taffy. (sticky, stickier, stickiest)
- Mark is ..... than Brad. Dan is the ..... of all. (short, shorter, shortest)
- The first picture José drew was ..... ; the second was ..... ; the third was ..... of all. (better, good, best)

Write a sentence for each of the following comparing forms.

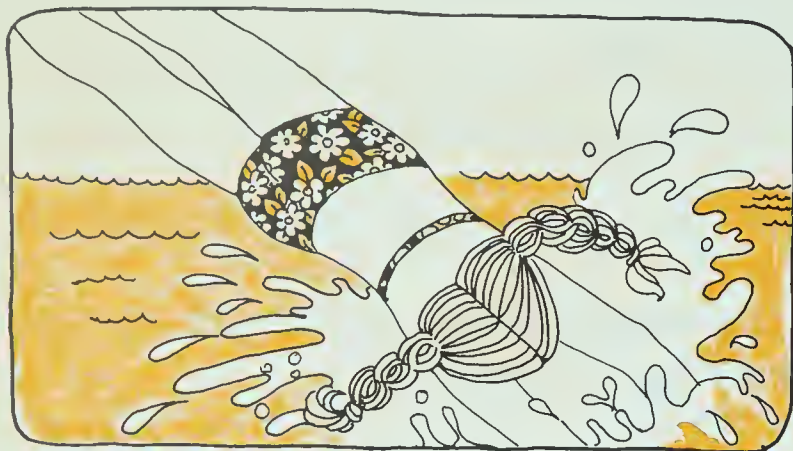
worse .....

tastiest .....



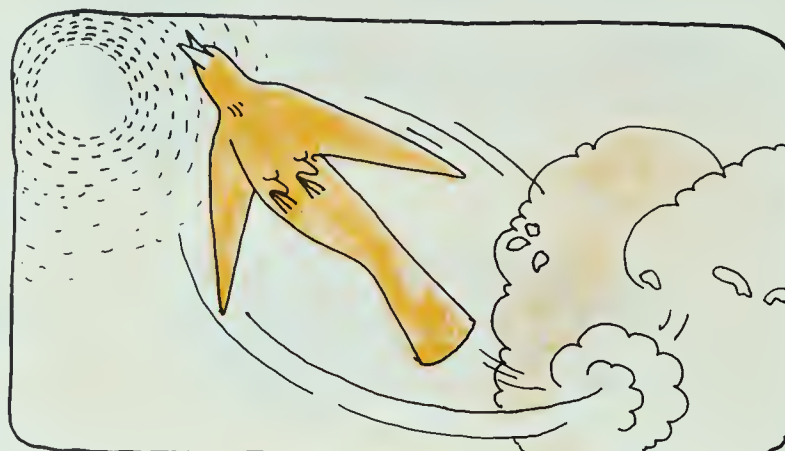
# Echo ~ Echo

Words often seem to echo sounds. On the lines below, write the sound that comes to your mind as you look at each picture. An example for each picture is done for you.



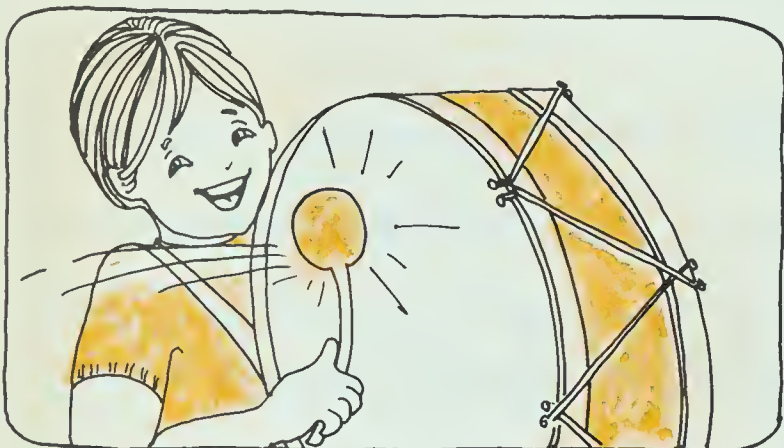
splash

.....



swoosh

.....



kar-oom

.....

.....

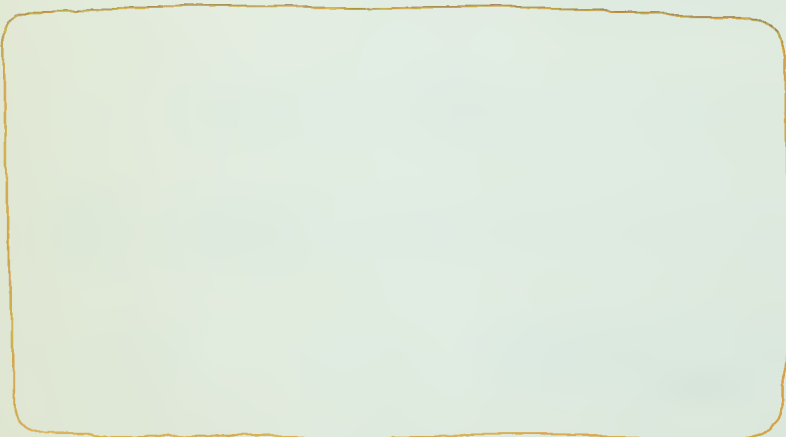


hiss

.....

.....

In the space below, draw two pictures of your own. On one of the lines below each picture, write a word to go with the picture. Have a classmate add another word for each picture.



.....

.....



.....

.....



# Making Sentences

In each of the following sentences, choose at least three words to replace. Underline the words you choose. Then replace the words you underlined.

1. Boxes are fun to play with.

.....

.....

.....

2. The sculpture is very lifelike.

.....

.....

.....

3. The lion opens his mouth and roars.

.....

.....

.....

4. I'm squishing a piece of clay.

.....

.....

.....

5. Wendy enjoys making puppets.


.....

.....


.....

On a separate piece of paper, copy a sentence from your reader. Choose three words to replace. Underline the words you choose. Trade books with a classmate and have him replace the words in your sentence while you replace the words in his sentence.





# When & How?



When you add words to sentences, you may wish to tell *when* and *how*. For example:

	Jane built a birdhouse	
	∨	∨
When:		How:
Yesterday		with great care.
After school		quickly.
Last winter		easily.
.....		.....
.....		.....

Add word groups of your own to the *when* and *how* lists above.  
 Add words or word groups that tell *when* and *how* to the following sentences.

1. The puppets danced	across the stage	
	∨	∨
	How:	When:
.....		.....
2. Ronnie plays the piano		
	∨	∨
	How:	When:
.....		.....
3. The children made a paper sculpture		
∨		∨
When:		How:
.....		.....

Compare sentences one and two below.

- The baker made the doughnuts.
- The baker skillfully made the doughnuts early in the morning.

In sentence two circle the word that tells *how*. Underline the group of words that tell *when*.  
 Rewrite sentence two on a separate piece of paper, changing the positions of the *how* and *when* words.



# Using the comma ...



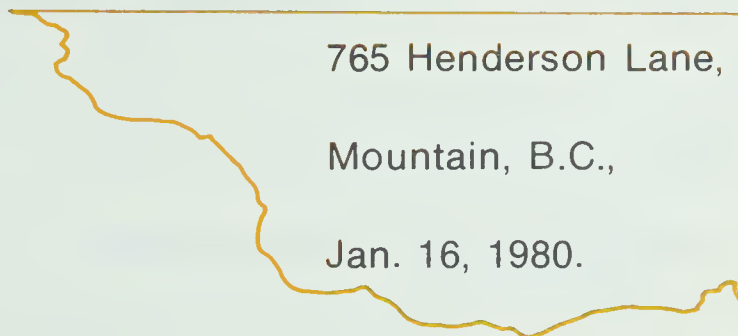
When you list things in a sentence, you use commas to separate the items. Read the sentence below to see how the comma is used in a list.

1. The old gentleman sold ice cream, popcorn, milkshakes and potato chips.

How does the comma help you read the list?.....

.....

Look carefully at this heading for a letter.



Circle all the commas in the heading.

Name the places where commas are used in the heading of a letter.

.....

.....

Rewrite the sentences below on a separate piece of paper. Insert commas where they belong.

1. I invited Susan Mark Cindy Maria and David to my birthday party.
2. 67 Thomas St.  
Lovell Falls N.B.  
Mar. 6 1980.
3. Doors windows counters and cupboards were still missing from our new house.
4. I live at 45 Lemon St. Barnwell Ontario.
5. Joe's favorite desserts were pie icecream and jello.
6. Sandy collected oak silver maple beech poplar butternut sumach red maple and birch leaves for her leaf project.





The verb *be* is a special verb. It can work alone as the *main verb* in a sentence, like this:

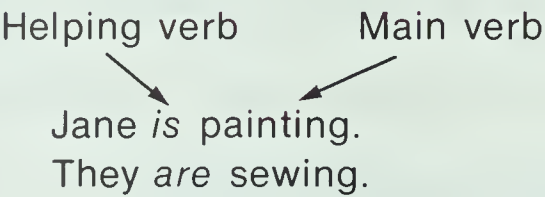
Main verb (present tense)

Main verb (past tense)

I *am* quiet.  
 You *are* free.  
 He *is* interested.  
 We *are* busy.  
 They *are* funny.

I *was* quiet.  
 You *were* free.  
 He *was* interested.  
 We *were* busy.  
 They *were* funny.

It can also join with the *ing* form of another verb. When it does this, it is called a *helping verb*.



The *helping verb* shows the change from present to past time.

Jane <i>is</i> painting. (present tense)	They <i>are</i> sewing. (present tense)
Jane <i>was</i> painting. (past tense)	They <i>were</i> sewing. (past tense)

Complete each sentence below with the tense of the verb *be* indicated in the brackets. Then circle the *main verb*. The first one is done for you.

- Marcia ..... is (squeezing) the clay. (present)
- Martin and Stu ..... building an ice sculpture. (past)
- Tim ..... making a kennel for his puppy. (past)
- They ..... organizing a do-it-yourself club. (present)

Underline the form of the verb *be* that is used in each sentence below. Write main verb on the line beside the sentence if it is working as a main verb. Write helping verb on the line beside the sentence if it is working as a helping verb. The first one is done for you.

- Raymond's box sculpture is huge. .... main verb
- The children's puppets are pretty. ....
- Jean was making a paper hat. ....
- Heather's birdhouse is finished now. ....
- The children were using the puppet theater. ....





# Adverbs are...



Read the following sentence:

The boy walked *quickly*.

Circle the words which could be used instead of *quickly* in the above sentence.

slowly  
quietly  
kennel

there  
plasticine  
everywhere

here  
often  
thin

hands  
outside  
carefully

The circled words are called *adverbs*. Adverbs tell when, where or how. Often adverbs end in *ly*.

Write three adverbs from the above exercise that end in *ly*.

.....

In each sentence below leave out the underlined words. Then change the word with a circle around it to an adverb by adding *ly*. Write the new sentence. The first one is done for you.

1. The lion roars in a fierce way.  
The lion roars fiercely.

2. The boys carved the ice sculpture in a careful way.

3. The statue of a mermaid sits in a graceful way overlooking the waterfront.

4. The children play in a happy way with their puppets.

A few adverbs do not end in *ly*. In the brackets following each sentence, indicate whether the underlined adverb tells *when*, *where*, or *how*. For example:

Soon Uncle Al arrived. (when)

1. One girl came early. ( ..... )  
2. The jet soared high in the air. ( ..... )  
3. Joseph ran far. ( ..... )



# e~Later~Latest



Charlie stayed up late last night.



Mandy stayed up later.



Harvey stayed up the latest of all.

Read the three sentences that go with the pictures above.

What ending was added to the adverb *late* when two people were compared?  
What ending was added when more than two people were compared?

Notice how the following comparing forms differ from the above example.

	<i>comparing two</i>	<i>comparing more than two</i>
well	better	best
badly	worse	worst

Choose a word from the brackets to complete each sentence below.

1. I did ..... in mathematics this term than last term. (well, better, best)
2. The guests arrived ..... than we had expected. (soon, sooner, soonest)
3. Of all the planes at the air show, the small blue one flew the ..... (high, higher, highest)

On a separate piece of paper, write three sentences using the following word groups: flew higher, felt worse, rode the fastest.



# Write a Better Story

Olga wrote the story below. She then proofread her story and made some changes. Read the story. Think about why she made each change.

One <sup>dark, windy</sup> night Larry and Betty went to the movies <sup>downtown</sup>. It was a double-feature horror show. Both Larry and Betty <sup>screamed loudly</sup> yelled at some <sup>scary</sup> parts of the movies. When the movies were over they had to walk home <sup>alone</sup>. It was not far to their house, but it seemed far that night. Larry and Betty <sup>hurried</sup> went down the <sup>silent, empty</sup> streets. When the cat <sup>rattled</sup> moved some garbage cans they both jumped. They seemed to see shadows <sup>around every corner</sup>. When they got home Larry and Betty both sighed. No more horror movies for us, Betty told her mother <sup>with a shaky laugh</sup>.

- 1. What adjectives have been added to tell what the night was like in the first sentence? .....
- 2. Circle three other adjectives which were added to the story.
- 3. Why were these words added? .....
- 4. What three verbs were changed in the story? .....
- 5. What group of words that tell *how* were added to improve the last sentence? .....
- 6. What groups of words that tell *where* were added to improve the sentence beginning "They seemed to see"? .....
- 7. Where was a comma added? .....
- 8. Where were quotation marks inserted? .....

Reread the story beginnings you wrote on page 41. Underline two nouns in each of your story beginnings.

Using Olga's corrections as a model, make your own story beginnings better by doing the following things:

- 1. Insert an adjective before each of the two nouns you underlined.
- 2. Change two verbs to make them more interesting.
- 3. Add a group of words that tell either where, when, or how.

Theme: "Does the Kennel Fit the Dog?" Starting Points in Language A



# Make Sense

Each column of pictures below tells a story. In each column there is one picture which doesn't belong. Find that picture and draw a large X through it.

Story 1



Story 2



Theme: "Does the Kennel Fit the Dog?" Starting Points in Language A



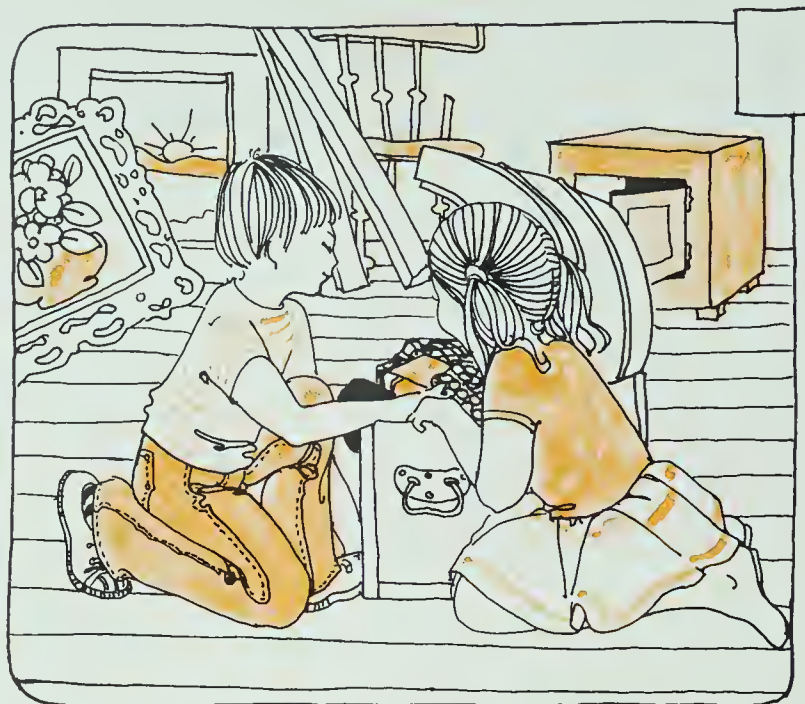


Write a story to match one of the groups of pictures on page 64. Leave out the picture you drew an X through. Give your story an interesting beginning. Write on every other line so that you will have room for making corrections. After you finish writing your story, make corrections using page 63 as a guideline for proofreading.



# Keep It in Order

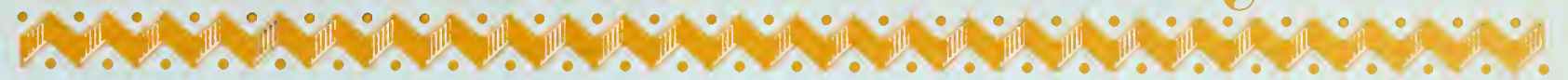
When the pictures below are arranged in order, they tell a story. Number each square to show the correct order.



Theme: "The World Is . . ." Starting Points in Language A



# ✪ Writing a Story ✪



Write a story to go with the pictures on page 66. What title will you give your story? How can you begin your story in an interesting way? Be sure that the events in your story happen in the proper order.

Write on every other line so that you can make corrections when you proofread later.

Handwriting practice area with 20 horizontal dotted lines on a light orange background.





# Ride~Rode



Complete each sentence by using the past tense of the verb in brackets.

- 1. Paul ..... the answer to the teacher’s question. (know)
- 2. The water dripping from the roof ..... and formed long, sword-like icicles. (freeze)
- 3. Janet ..... a poem shaped like a doughnut. (write)
- 4. On a cold, dark night the angry wind ..... fiercely. (blow)
- 5. Kerry ..... a funny face on her hand. (draw)

Use the present tense of each of the following verbs in a sentence. For example:

- ride      I ride my bike to school in the summer.
- begin      .....
- drink      .....
- break      .....
- speak      .....
- sing      .....
- see      .....

Now rewrite each sentence you wrote above, changing the verb forms to the past tense. For example:

- I rode my bike to school in the summer.
- .....
- .....
- .....
- .....
- .....
- .....



# **Nouns and Verbs**

Read the groups of words below.

Men pave those street the.  
 Shopping does the father.

Do the groups of words fit a pattern that you would normally use? .....

On a separate piece of paper, rewrite the sentences so that they make sense.

A pattern is an idea in your mind of the way you expect things to be. The basic framework for a *sentence* is the Noun-Verb pattern (N-V). For example:

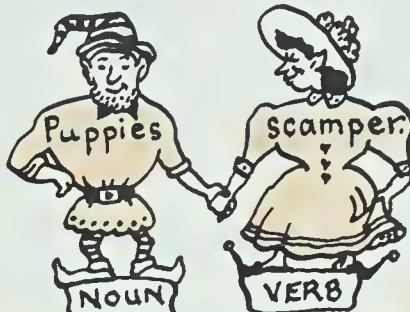
N

V

Puppies scamper.

Flowers bloom.

Children play.



Trees

Toads

Worms

Monsters

Lions

Pigs

NOUNS

squeal.

hop.

groan.

crawl.

roar.

grow.

VERBS

Build sentences using the N-V pattern. First choose a noun from the group of nouns above. Write it in the blank beside N. Then choose a verb from the group of verbs. Write it in the blank beside V to make a sensible combination, like this:

N:.....Lions

V:.....roar.

.....

.....

.....

.....

Now write three silly combinations, like this:

N:.....Worms

V:.....hop.

.....

.....

.....

.....



# Building with Adjectives

The basic framework for the sentence is the Noun-Verb (N-V) pattern.

However, sentences can be made more interesting by adding an *adjective* to that basic framework.



Build sentences by choosing from the groups below. First choose the *noun* and *verb*, the basic framework for the sentence. Write these in the proper blanks. Next put an *adjective* in front of the noun. The first one is completed for you.

**Tiny** **White**  
Feathered  
Hungry Plump

**Kind** **Busy**  
**ADJECTIVES**

ducks  
canaries  
**folk**  
**monkeys**  
men  
birds  
**snow**

**NOUNS**

**help.** **waddle.**  
**flutter.**  
**eat.** **sing.**

**glistens.** **work.**  
**VERBS**

Adj: .....	Tiny	N: .....	birds	V: .....	flutter.
.....		.....		.....	
.....		.....		.....	
.....		.....		.....	
.....		.....		.....	
.....		.....		.....	



# Combining Sentences

The paragraph below is a section of Kira’s report on Firemen. Read it carefully to see how the sentences could be improved.

## Firemen

The first firemen traveled by horse and wagon to the site of a fire. Often by the time they arrived much damage had already been done. Now firemen drive fast trucks with ladders. The trucks have water hoses.

Firemen today wear heavy gloves, big boots, and coats. Firemen wear hats. Their clothes are made so they can’t catch on fire.

Kira could improve her report by joining pairs of sentences with *and*, and leaving out some words. For example, the sentences:

Now firemen drive fast trucks that have ladders. The trucks have water hoses.

could be joined like this:

Now firemen drive fast trucks that have ladders *and* water hoses.

Find another pair of sentences that could be joined using *and*. Rewrite them as one sentence containing the word *and*.

.....  
.....

Join the following pairs of sentences using *and*.

1. Mr. Simpson repairs bicycles. He repairs cars.

.....

2. Jane invited Sara to the party. She invited Cathy to the party.

.....

3. The rabbit hopped over the fence. It hopped across the field.

.....

4. My mother makes chewy cookies. My brother makes chewy cookies.

.....

5. The trail through the mountains was long. It was steep.

.....



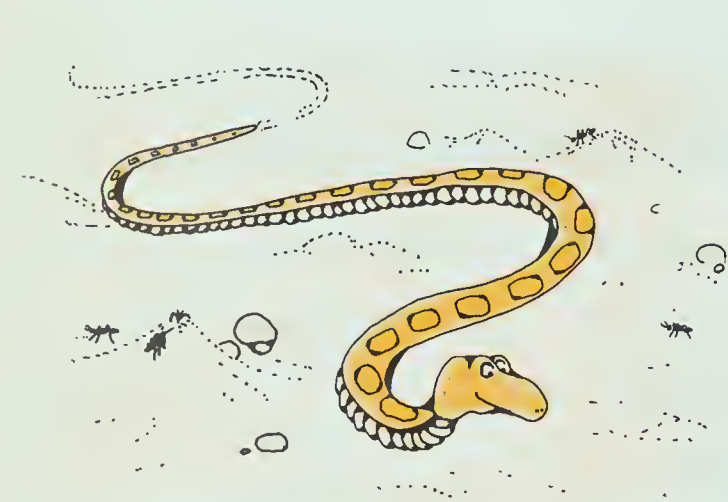
# Clatter, Clank, Clunk!

Sometimes poets use words in a line of poetry which begin with the same sound. For example: “The stars sparkled in the sky.”

Below are lines taken from poems. Underline the sound that is repeated in each line. The first one is done for you.

- 1. A penny, a pipe, and a pinch of snuff.
- 2. The donkey’s legs were long and loose.
- 3. We shiver and scowl, and we grunt and we growl.
- 4. With a clatter and a clank and a clunk!

Make up three sentences of your own in which you repeat one sound in the words. Then draw a picture to go with your sentence. An example is done for you.



The slender snake slithered through the sand.

.....

.....

.....

.....

.....

.....



# Make it Come

# ALIVE

Poems and stories are often made more interesting when nonliving things seem to do things that people usually do. Read the following sentences in which nonliving things do something a person would do.

- 1. The lightning threw darts at the sky.
- 2. The car blinked its headlights.
- 3. The sun smiled down upon us.

What is the nonliving thing in sentence 1? .....

What is it doing that a person usually does? .....

Read the following sentences. Circle the nonliving thing in each sentence. Then underline the part of the sentence that tells what the nonliving thing is doing. The first one is done for you.

- 1. The elevator felt carsick as it rose and fell.
- 2. The flowers shivered in the cold rain.
- 3. In winter snow hangs its curtains in the air.
- 4. The car motor hummed.
- 5. Arithmetic is where numbers fly like pigeons in and out of your head.

Write four sentences in which you make nonliving things do something a person could do.

.....

.....

.....

.....

.....

.....

.....

.....



# using the comma

Read the following sentences in which someone is being spoken to. Notice where the comma is placed in each sentence.

- Mary, shut the door.
- Donald, where is your bicycle?
- Mrs. Dimarco, you may come in now.

Insert the comma in these sentences:

- Mrs. Jones are you a member of the Humane Society?
- Constable Simms please report to the traffic office.
- Mr. Maloney how much tar will you need to pave this long road?

Make up sentences in which you speak to the following people. Use their names and insert the comma correctly.

- your teacher .....
- your mother .....
- your best friend .....

The following sentences show some uses of the comma. Study them. Then make a list of three rules for using the comma.

- 1. Jerry, your toast is burning.
- 2. We saw monkeys, giraffes, elephants, and donkeys at the zoo.
- 3. My birthday is April 10, 1970.
- 1. ....
- 2. ....
- 3. ....



# Combining Sentences

Read the two sentences below.

The air was cool. The water was warm.

Join these two sentences using the word *and*. Place a comma before the word *and*.

1. ....

Now join the same two sentences using the word *but*. Place a comma before the word *but*.

2. ....

Do you notice a slight difference in meaning between sentences one and two?

Join the following pairs of sentences as you did for the sentences above, using first *and*, then *but*. Notice the difference in meaning.

The monkeys looked curious. The giraffes looked unconcerned.

1. ....

2. ....

John’s bike was a shiny red color. Jim’s bike was cool blue.

1. ....

2. ....

Sue’s costume was pretty. Anne’s costume was funny.

1. ....

2. ....

It was a cold, dark night. The tiny house was warm and cosy.

1. ....

2. ....

The fireman’s job can be dangerous. He enjoys his work.

1. ....

2. ....



# Where, When, and How?

Read the following sentence.

The hawk soared.

Now read the same sentence with words added.

Overhead the hawk soared swiftly on a calm afternoon.

- Find the word that tells "Where." Write "Where" above this word.
- Find the word that tells "How." Write "How" above this word.
- Find the word group that tells "When." Write "When" above this word group.

Rewrite the sentence, changing the positions of the "Where," "How," and "When" words.....

Add to the following sentences using words or word groups that tell *where*, *how* and *when*.

1.

∨

When:

∨

Where:

.....

.....

.....

.....

.....

.....

2.

∨

How:

∨

When:

.....

.....

.....

.....

.....

.....

3.

∨

Where:

∨

How:

.....

.....

.....

.....

.....

.....





# Questions for a Report

You must plan carefully before you begin to write a report. After you have decided on your general subject and have chosen a topic, you must think about what you would like to know about that topic. The best way to do that is to list questions you would like answered.

Suppose your general subject is dinosaurs and you have decided to write a report on the topic, “The Brontosaurus.” List below some questions you might attempt to answer in your report. Two questions are done for you.

**The Brontosaurus**

- 1. What size was it?
- 2. What did it look like?
- 3. ....
- 4. ....
- 5. ....

Choose any two of the topics below and list questions you might answer in a report.

**Museums**

**Fossils**

**Airplanes**

1. ....

.....

.....

.....
2. ....

.....

.....

.....



# Using the Encyclopedia

After you have listed the questions you wish to answer in your report, you must decide where to find the information you need. One valuable source of information is the encyclopedia.



Answer each of the questions below. Use the illustration as a guide.

1. Write the names of three topics that you would expect to find in Volume 15.  
.....  
.....  
.....
2. Write the name of a topic that might be the first subject discussed in Volume 3.  
.....
3. Write the name of a topic that might be the last subject discussed in Volume 3.  
.....
4. How are the topics in each volume of an encyclopedia usually arranged?  
.....
5. In an encyclopedia where do you look for guide words to help you find the topic you want? .....
6. Beside each topic given below write the general topic or topics under which you might look in an encyclopedia for information.
  - (a) The Braille Alphabet .....
  - (b) The Allosaurus .....
  - (c) Experiments with Powered Flight .....
  - (d) The Tarantula .....





The verb *have* is a special verb. It can work alone as the main verb in a sentence, like this:

Main verb  
↓  
Mary has two puppets.  
I had fun at the party.  
They have some toys.

It can also join with another verb. When it does this, it is called a *helping verb*.

Helping verb    Main verb  
↓                    ↓  
Jean has walked.  
Clint had sung.  
The girls have left.

Study the list of irregular verbs on page 38. Now read a similar list below. Notice the form of the verb that goes with *has* or *have*.

Present tense	Past tense	Past tense with has or have
run	ran	(has or have) run
eat	ate	(has or have) eaten
swim	swam	(has or have) swum
grow	grew	(has or have) grown
write	wrote	(has or have) written
drink	drank	(has or have) drunk

Complete the following sentences using the form of the verb indicated in brackets.

- 1. Andy has ..... a story about dinosaurs. (write, past tense)
- 2. The Stegosaurus ..... some ferns and pines. (eat, past tense)
- 3. The Anatosaurus has ..... some water. (drink, past tense)
- 4. Triceratops..... from the Allosaurus. (run, past tense)
- 5. The baby dinosaurs have ..... together. (play, past tense)
- 6. They ..... over the small bushes. (jump, past tense)
- 7. The amphibian ..... across the lake. (swim, past tense)



# NOB FAIRWAYS



Chirpy the bird is an expert on good speech. As you can see in the cartoons above, he likes to tell his friends how to speak properly.

What does Chirpy tell his friends to say instead of deliciouser and deliciousest?

.....

Write the comparing forms of the following adjectives. The first one is done for you.

	Comparing two	Comparing more than two
comfortable	more comfortable	most comfortable
generous	.....	.....
frightened	.....	.....
wonderful	.....	.....

Use any three of the above comparing forms in three sentences.

.....

.....

.....

.....



# More Than ONE

You must be very careful when writing the plural (more than one) form of words ending in the letter y. Study the words below and answer the questions.

lady                      candy                      Thursday                      key

All four words end with the letter y, but two of the words have a consonant before the y. Which ones? .....

Which words have a vowel before the y? .....

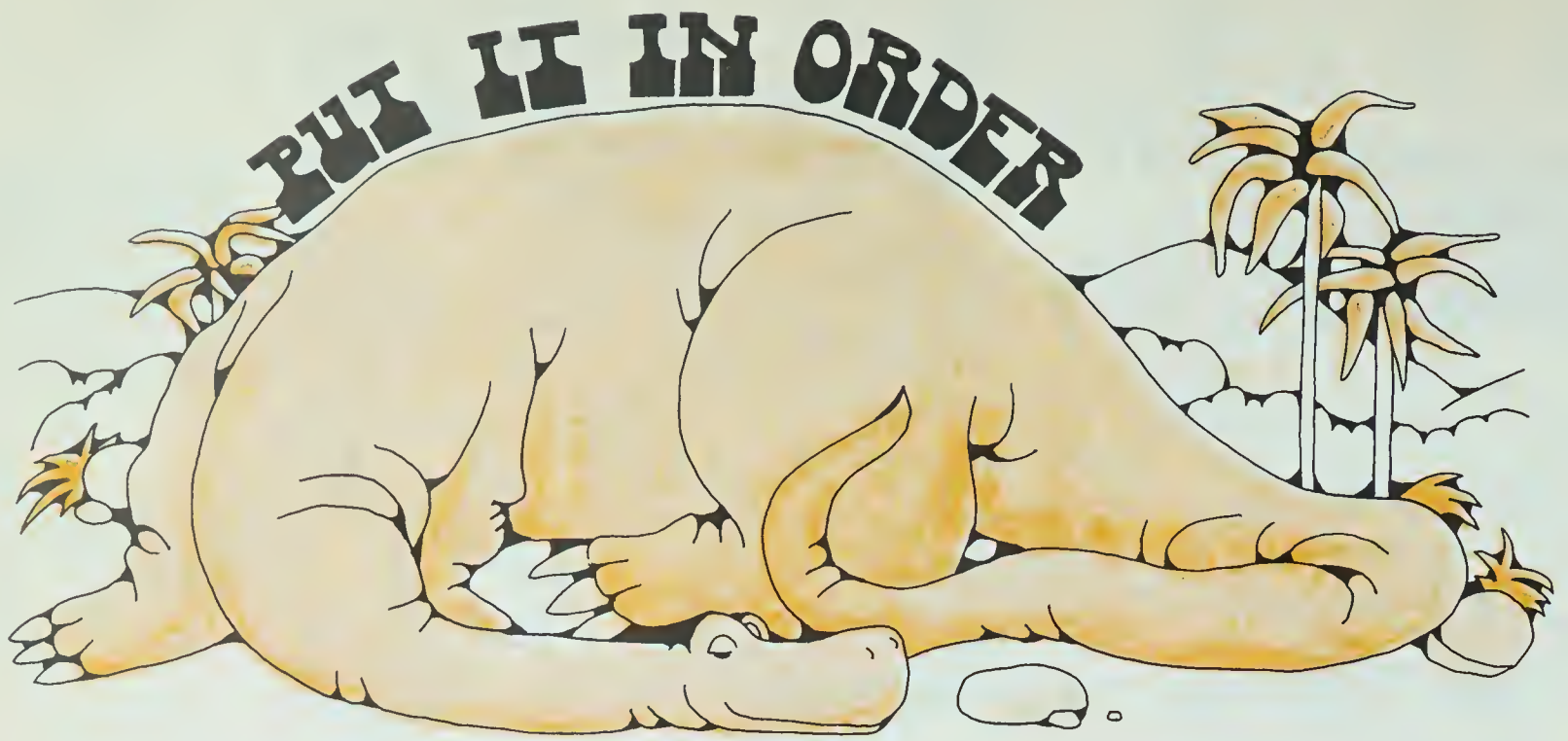
Study the following sentences to see how each plural is formed.

- 1. The tall lady wore a bright green coat.  
Several ladies were present at the meeting.
- 2. Peppermint is my favorite candy.  
We collected many candies on Hallowe'en.
- 3. You will need a special key to unlock that door.  
The caretaker put his keys on a chain.
- 4. The children will visit the museum on Thursday.  
We attend Brownies on Thursdays.
- 5. Bees make honey.  
Many different honeys were sold at the market.
- 6. Wheat was stored in the granary.  
After the harvest, all the granaries were full.

Write a rule that tells how to form the plural of a word ending in y preceded by a consonant. ....  
.....  
.....

Write a rule that tells how to form the plural of a word ending in y preceded by a vowel. ....  
.....  
.....  
.....





Brian the Brontosaurus was so sleepy when he told this story that he got some of the sentences in the wrong order. Number each sentence in the circle to show the proper order of the story. Then, on the lines provided, complete the story.

○ After breakfast Dino and I wandered around for a while. ○ Although things started out kind of slow, today certainly turned out to be an exciting day.

○ This was dangerous country for two Sauropoda like ourselves! ○ I woke up late and hurried out to the swamp for breakfast, where I met my friend, Dino. ○ Suddenly behind us we saw the king of the valley. ○ We wandered right into the valley of the Tyrannosaurus Rex. ○ He roared loudly, which meant he was challenging us to a fight.

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# Has or Have?



Complete the following sentence:

*Has* or *have* is often used with another verb in a sentence. When it does this, it is called a ..... verb.

Study the chart below to see which form of the verb goes with *has* or *have*.

Present tense	Past tense	Past tense with has or have
go	went	(has or have) gone
see	saw	(has or have) seen
do	did	(has or have) done
come	came	(has or have) come
give	gave	(has or have) given
grow	grew	(has or have) grown
eat	ate	(has or have) eaten
throw	threw	(has or have) thrown

Decide which of the following sentences are incomplete. Use *has* or *have* to complete them. Be careful! Two of the sentences won't need *has* or *have*.

- 1. Many people ..... seen pictures of dinosaurs.
- 2. Dr. Ziemer ..... gone to the Twitchell's to see the dinosaur.
- 3. My brother and I ..... done a lot of research for our project.
- 4. Andy ..... gave me some bones to make a skeleton.
- 5. The students from Mrs. Richards' class ..... came to see our papier-mâché dinosaur.

Stanley the stegosaurus is getting some advice from his father on how to hunt for his own food. Write the conversation that might have taken place between Stanley and his father. Include at least three of the irregular verbs at the top of the page.

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# Using Main Headings



When you read information that you want to use in a report, you must decide how to organize your notes. One way is to use *main headings* and then list the details under the main headings.

Supposing you have decided to write a report on the brontosaurus and have listed the questions you want to answer.

- 1. What size was it?
- 2. What did it look like?
- 3. What did it eat?

Read the following information about the brontosaurus and then fill in the details under the main headings below. Notice that the questions you asked above have been turned into main headings.

The name Brontosaurus means "Thunder Reptile." The animal was given this name because of the noise it was thought to have made when walking. Often the Brontosaurus was twenty to twenty-five metres in length, five metres in height, and had a mass of twenty tonnes. The skin of the animal was shriveled and a dull brownish-grey in color. Its head was small, its neck was long, and the end of its tail was almost as thin as a whiplash. Its blunt feet had huge claws, three on each hind foot and one on each forefoot.

Because it could not move quickly, the Brontosaurus was unable to feed on other animals and ate plants. It tried to solve its weight problems by staying in shallow swamps, where the water helped support it and where there was sufficient vegetation for it to feed on.

I. Size of Brontosaurus

.....

.....

II. Appearance of Brontosaurus

.....

.....

III. Eating Habits of Brontosaurus

.....

.....



# Using Sub-Headings

Many times when you organize information for a report, you will find it easier if you use *sub-headings* as well as main headings. The sub-headings may be single words or groups of words. Study the *outline* below and underline the sub-headings.

## I. Size of Brontosaurus

### A. Length and height

1. ....
2. ....

### B. Weight

1. ....

## II. Appearance of Brontosaurus

### A. Skin

1. ....

### B. Body

1. ....
2. ....
3. ....

## III. Eating Habits of Brontosaurus

### A. Kind of food

1. ....

### B. Where obtained

1. ....

Study the details you listed under the main headings in the outline on page 84. Write them under the correct sub-headings in the outline on this page.





# Using the Comma

The following sentences show most of the uses for the comma. Study them. Then make a list of rules for the use of the comma.

1. Harriet's address is 189 Westland Ave., Willow Lake, Manitoba.
2. Michael's birthday is January 1, 1972.
3. We brought food, blankets, bathing suits, and games on our picnic.
4. Peter, remember to take Tiger out for his walk.
5. Father said, "You are getting a bicycle for your birthday."

## Rules for the Use of the Comma:

1. ....
2. ....
3. ....
4. ....
5. ....

Write the sentences suggested below. Trade books with a partner and check each other's punctuation.

Write a sentence

1. listing three friends' names. ....  
.....
2. telling today's date and year. ....  
.....
3. naming a city and province near you. ....  
.....
4. in which you speak to a friend using his or her name. ....  
.....
5. telling the exact words your mother would say if she wanted you to make your bed. Include quotation marks and tag words. ....  
.....



# Present, Past and Future

Write a sentence that tells what the dinosaur at the right is doing today. Your sentence will be in the present tense.

.....

.....

Rewrite the sentence above. Tell what the dinosaur was doing yesterday. Your sentence will be in the past tense.

.....

.....

Rewrite the sentence again. Tell what the dinosaur will be doing tomorrow. Your sentence will be in the future

tense. .....

.....



After each sentence below, tell whether the tense is present, past or future.

- 1. The enormous egg is hatching. ....
- 2. A lizardy-looking creature crawled forth. ....
- 3. Cynthia will shriek at the sight of the tiny monster. ....

Complete the following sentences using the form of the verb indicated in brackets.

- 1. The eggs ..... like old light bulbs. (look, past tense)
- 2. Their shape ..... long pine cones. (resemble, present tense)
- 3. The eggs ..... soon. (hatch, future tense)
- 4. Nate ..... at the creature in the nest. (stare, past tense)
- 5. Yelling loudly, he has ..... to the house. (go, past tense)
- 6. The hatching of a dinosaur had ..... him. (surprise, past tense)





# Make It Plural



To form the plural of a word ending in *y* preceded by a consonant, change the *y* to *i* and add *es*. Read the examples below.

baby — babies  
country — countries  
library — libraries

lady — ladies  
party — parties  
spy — spies

To form the plural of a word ending in *y* preceded by a vowel, add *s*. Read the examples below.

key — keys  
ray — rays  
chimney — chimneys

tray — trays  
joy — joys  
delay — delays

Write two sentences for each of the words below. In one of the sentences use the singular form of the word. In the other sentence, use the plural form of the word. Underline the word in each sentence.

story .....

.....

day .....

.....

pony .....

.....

donkey .....

.....

puppy .....

.....

boy .....

.....

monkey .....

.....



# Building with Adjectives

Read this sentence, which follows the Adjective-Noun-Verb (Adj.-N.-V.) pattern.

**Adj.** Happy **N.** puppies **V.** scamper.

Rearrange the above sentence, putting the adjective *after* the noun.

**N.** ..... **Adj.** ..... **V.** .....

Does the word group make sense when the adjective is placed *after* the noun?

Check your answer. Yes ..... No .....

You probably agree that *Puppies happy scamper* is not a sentence.

Rewrite the first four sentences you wrote on page 70, putting the adjective after the noun instead of before it.

**N.** ..... **Adj.** ..... **V.** .....

**N.** ..... **Adj.** ..... **V.** .....

**N.** ..... **Adj.** ..... **V.** .....

**N.** ..... **Adj.** ..... **V.** .....

Are these sentences? Yes ..... No .....

Now rewrite the four word groups you used above. This time use two adjectives after the noun instead of one, joining them with the word *and*. Place commas around the adjectives to show they are not in their usual position. For example:

Puppies, happy and playful, scamper.

.....  
.....  
.....  
.....

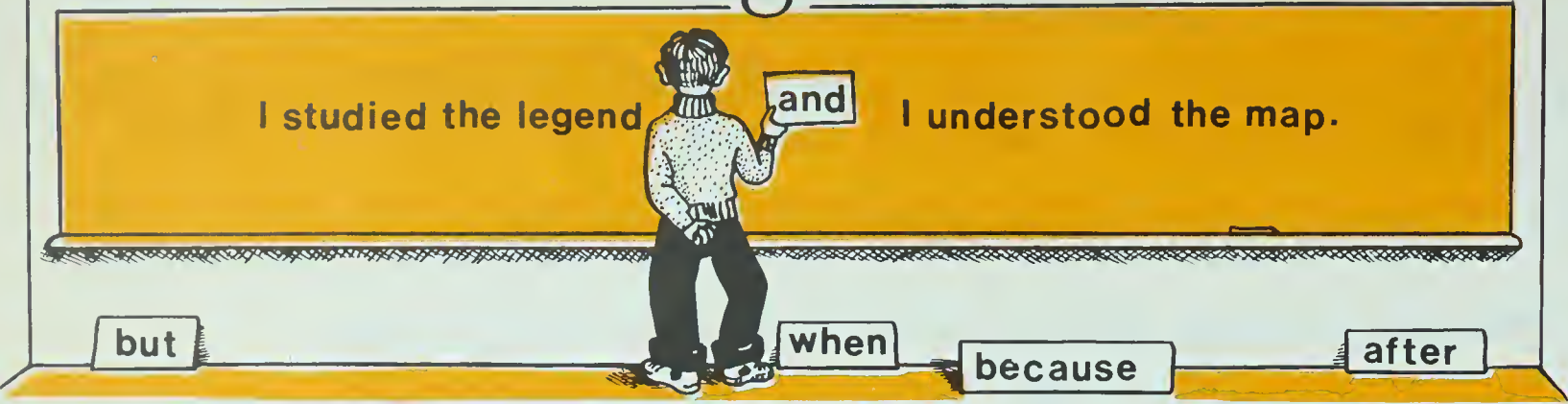
Are these sentences? Yes ..... No .....

What have you learned about the adjective’s ability to come after the noun?

.....



# Combining Sentences



Sentences may often be joined together in many ways. For example:

I studied the legend. I understood the map.

could be joined in the following ways:

I studied the legend and I understood the map.

When I studied the legend, I understood the map.

After I studied the legend, I understood the map.

Because I studied the legend, I understood the map.

Underline the word that is used to join each of the above sentences. The first two are done for you.

Join the following pairs of sentences in different ways. Use words like *and*, *when*, *after*, and *because*.

1. Tom made up an interesting code. We had fun writing secret messages.

.....

.....

.....

.....

2. Dad read the road signs. He found his way to St. John's.

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.....

.....

.....





# Combining Sentences





Sentences may be joined or combined in several different ways, and each combination gives a slightly different meaning. Notice the differences in meaning when these two sentences are joined in several ways:

- We played soccer. I wanted to play hockey.
- We played soccer but I wanted to play hockey.
- Whenever we played soccer, I wanted to play hockey.
- After we played soccer, I wanted to play hockey.
- Because we played soccer, I wanted to play hockey.

Join the following pairs of sentences in several different ways. Use words like *but*, *whenever*, *after*, and *because*.

1. The monkey made funny noises. He was hungry.

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.....

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2. We camped overnight in the back yard. It poured rain.

.....

.....

.....

.....

3. Our class had a treasure hunt. It was fun.

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# adverbs **Here** or There

Write the following sentences twice, placing the adverb in a different position each time.

1. Robert discovered the hidden treasure. (outside)

.....

.....

2. The Flummox carried a Lurch in a pail. (carefully)

.....

.....

3. The class decoded the message. (gradually)

.....

.....

Read the following paragraph. Then improve it by adding adverbs of your own. The arrows show where to place your adverbs.

One Saturday morning we set out from Sault Ste. Marie and drove ^ along the coast of Lake Superior until we reached Lake Superior Provincial Park. ^ we saw the sign: Indian pictographs. Following the dirt road, we were ^ confronted by a sheer cliff. I stared ^ . ^ in front of me, painted on an immense rock that loomed out of the fog, appeared the pictographs painted by the Ojibway Indians one hundred and fifty years ago. ^ I observed a canoe, a man on a horse, four suns, and a huge animal with arched back and horned head. ^ the rocky ledge was alive with flashing camera bulbs, as we took picture after picture of the ancient symbols. Finally, at the end of the day, we headed ^ home. Though we were tired from the day's activity, we still felt the exhilaration of having visited a renowned historic site.

Theme: "Do You Get the Message?" Starting Points in Language A





# Using Quotation Marks



“Hurry, Stan,” said Mrs. Brooks, “or you will be late for school.”

Study the sentence above. Notice that the tag words come *between* the words in quotation marks. This is called a broken quotation. Make up a rule to explain where commas and quotation marks are placed in a broken quotation.

.....

.....

Rewrite the following broken quotations adding capitals, quotation marks, commas, and periods. Remember to keep all punctuation inside the quotation marks. The first one is done for you.

1. on our way through the woods said john we spied two hummingbirds  
“On our way through the woods,” said John, “we spied two hummingbirds.”

2. yes added peter we saw them taking nectar from a flower

.....

3. billy is locked in the house said mother and he can't get out

.....

4. now look said father everyone gets his or her fair share around here

.....

5. i am leaving home said little oleg and i'm never coming back

.....

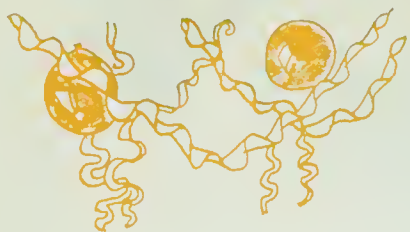
Write a sentence containing a quotation for the following tags.

screeched the old witch  
whispered Larry  
argued Molly

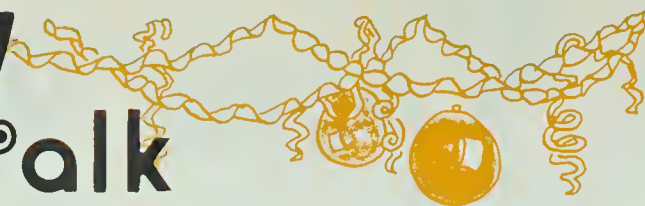
mumbled the woodsman  
answered the policewoman

1. ....
2. ....
3. ....
4. ....
5. ....





# Party Talk



Imagine that your parents have let you plan your own birthday party. You are talking to your best friend on the telephone about the party. On the lines below, write the conversation you might have. Be sure to punctuate your conversation correctly. Where will you put quotation marks? Where are commas needed? Where will you put periods and question marks? Which letters need to be capitalized?

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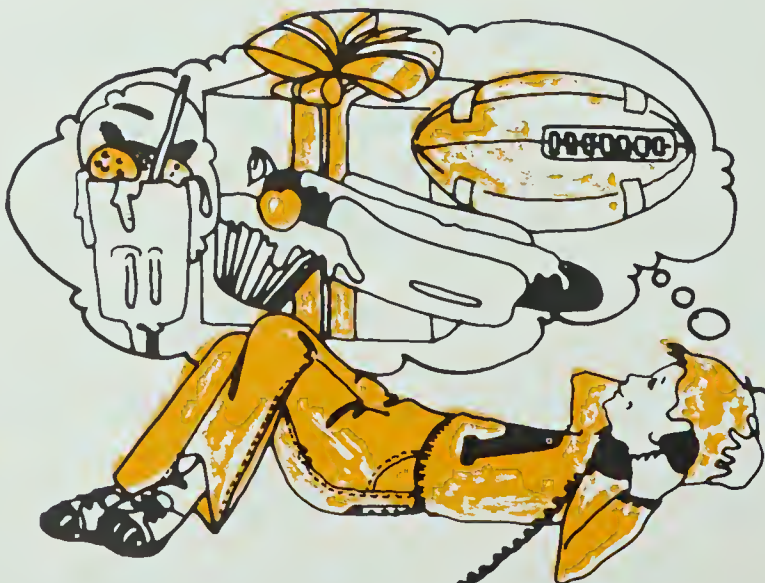
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Theme: "Do You Get the Message?" Starting Points in Language A



# Antonyms are...

Below you will find an advertisement for Munchy-O's, a new breakfast cereal. Rewrite the advertisement on the lines below, changing each of the underlined words to its antonym or opposite.

Try the new Munchy-O's cereal today! These crisp, tender morsels of wheat will make you smile in the morning at the thought of breakfast. You'll feel alive and energetic when you start the day off right with Munchy-O's. Be sure to tell all your friends about delicious Munchy-O's.

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Make up an advertisement for one of the products suggested below. Underline some words for which there are antonyms. Ask a classmate to rewrite the ad, changing the underlined words to their opposites.

- YAPPY: dog food

STICKUM: peanut butter

GLOPPY: glue
- SPEEDY: rocket fuel

BENDO: rubber hockey sticks

SWEET AND YUMMY: dessert

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# Word **ORDER** in Sentences



The meaning of a sentence depends on its word order. Make two sentences for each group of words below. The first one is done for you.

1. boy the over jumped cow the  
The cow jumped over the boy.  
The boy jumped over the cow.

2. man the bit the dog

.....

.....

3. car the road swallowed the up

.....

.....

Rewrite each of the following sentences two ways, placing the underlined adverb in a different place each time. The first one is done for you.

1. The children immediately ran into the schoolyard.  
Immediately the children ran into the schoolyard.  
The children ran into the schoolyard immediately.

2. The plane glided smoothly into the air.

.....

.....

3. The little boy waited patiently by the candy counter.

.....

.....

4. The cat darted quickly up the street.

.....

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.....





# Toast and



# Jam

Read squares A, B, and C below. Which square contains only ideas that belong together? .....

On the line below each square, write a word or group of words that tell what the square is about. Underline any ideas that do not belong in the squares.

A. 8:00 Breakfast  
orange juice  
cereal and milk  
toast and jam  
  
12:00 Lunch  
salad  
choice of sandwich  
  
For sale: fox terrier  
  
5:00 Dinner  
pork chops  
potatoes  
green beans  
dessert

B. TRY  
TASTY  
POPS!  
Crunchy little morsels of whole wheat  
coated with sparkling sugar!  
Yours sincerely,  
Gerald  
You'll bounce out of bed each morning  
when you know  
TASTY POPS  
are waiting!

C. Jones MT 40 Mill St. 789-248  
Jones MW 7 Crestview 386-424  
Jones NE 18 Broadway 673-397  
Jones NG 104 Dale Ave. 863-125  
Jones P 31 Main 229-705

Make up your own ideas for the squares below. In each square include an idea that does not belong. Have a classmate write the main idea under each square, and underline the idea that does not belong.



# Building Paragraphs



Below are sentences about two different topics. Find the sentence that tells the main idea about each topic and write it beside number 1. Sort the other sentences to see which ones tell about each main idea. Then write the other sentences in a sensible order under the main idea sentence where they belong.

1. When the glue is dry, I paint my airplane in bright colors.
2. This is because you can read a cartoon quickly, and it is entertaining.
3. Then I glue the pieces together.
4. People of all ages enjoy reading cartoons.
5. First I read the directions for making the airplane.
6. Or it can be serious, like the cartoons on the editorial page of the newspaper.
7. I like to build model airplanes.
8. The cartoonist's message can be funny, as in Hazel or Peanuts.

Topic 1:

1. ....
2. ....
3. ....
4. ....

Topic 2:

1. ....
2. ....
3. ....
4. ....

Theme: "Do You Get the Message?" Starting Points in Language A



# Story Talk

Writing the exact words of the speaker often makes a story more interesting. Read these two story sections to decide why you enjoy one more than another.

Jack looked around the dusty room of the strange, old house and asked Tom if he was frightened. Tom said that he was. Tom asked Jack if he thought that the place was haunted. Jack wasn't sure but he was very nervous. Suddenly there was a loud crash and both boys screamed.

Jack looked around the dusty room of the strange, old house and asked nervously, "Are you frightened, Tom?"

"I sure am," answered Tom with a shaking voice. "Do you think the place is haunted?"

"I'm not sure, but I'm really nervous," replied Jack.

Suddenly there was a loud crash. "Ack! Help!" screamed the boys.

What are the marks, “ ”, called? .....

What are they used for? .....

Look at the second selection. How does the writer show when a new person is speaking? .....

Rewrite the following conversation, using quotation marks and indenting paragraphs where needed.

The hobo staggered toward the doorway. I haven't had a good meal for weeks, he groaned to the kind woman. She smiled sympathetically and said, come right in and sit down. I'm always glad to help someone who is down on his luck. Thanks a lot, lady, answered the grateful hobo. Now, what would you like first a nice, hot bowl of soup or a glass of juice? asked the woman. Soup would be great he replied.

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Theme: "Do You Get the Message?" Starting Points in Language A



# Using Abbreviations

Dr. and Mrs. Marshall live at 14 Lake St.

The underlined words in the sentence above are abbreviations. What is an abbreviation? .....

Here are some other common abbreviations.

Titles	Addresses	Dates
<u>Mr.</u> Smith	Bear <u>Rd.</u>	<u>Mon.</u>
<u>Pres.</u> Ford	Tiger <u>Ave.</u>	<u>Sat.</u>
<u>Ms.</u> Jones	Wolf <u>Cres.</u>	<u>Sept.</u> 15

Abbreviations are often used in newspaper advertisements to save space. Read the ads below. On the line below each ad, write the full words for each abbreviated word.

1. 7-rm. apt. for rent, tel. 765-982, ask for Mr. Miller

.....  
.....

2. Trailer for rent by wk. or mo., call 833-946 for info.

.....  
.....

3. Help wanted. Call Ike Cab Co., 11 Smith Ave., 756-453

.....  
.....

4. Visit Bert's Plumbing Supply Co., for plumbing supplies, open Mon. to Sat.

.....  
.....

5. Free info. on U.F.O's, write Mr. Retter, R. R. 5, Marshville

.....  
.....



# People Talk

Make up an imaginary conversation between one of the pairs of characters below.

- |  |                                 |
|--|---------------------------------|
| 1. a steak and a jelly sandwich        | 4. a Fribit and a Snozle        |
| 2. a bat and a baseball                | 5. an earthling and a Martian   |
| 3. one of the seven dwarfs and a giant | 6. a robot and a vacuum cleaner |

Remember to use quotation marks and punctuation carefully and to indent the paragraph for each new speaker.

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Theme: "Snakes Alive!" Starting Points in Language A





# The Right Sub-Heading



When you organize your notes for a report, you will first decide on your main headings and then on your sub-headings. Below is an outline for a report. The main headings are in place, but the sub-headings are missing. Read the sub-headings below and decide which ones should be listed under each of the main headings.

- Most are nonvenomous
- Most at least twice original size by one year
- Has a backbone and digestive system
- 3 000 to 3 500 types of snakes
- Few live beyond 30 years
- No legs

## Snakes

### I. Types of Snakes

- A. ....
- B. ....

### II. Body of Snake

- A. ....
- B. ....

### III. Life Cycle of Snake

- A. ....
- B. ....



# Sub-Headings in Order

When you use main headings and sub-headings, it is important to make sure that they are organized correctly. Study the following outline. Why is it poorly organized? Rewrite the outline so that it is organized correctly.

## Eating Habits of Snakes

- I. What Snakes Eat
  - A. Keen sense of smell helps them recognize prey animals
  - B. Eat meal whole
- II. How Snakes Eat
  - A. All snakes eat animals
  - B. Snakes use their sharp eyes to find prey
  - C. Tongue tips also help locate food
- III. How Snakes Find Their Food
  - A. Push food into body with loosely-attached jaws
  - B. A few snakes also have a special heat sense to help find food
  - C. Each type of snake eats only certain foods.

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Suppose you found this information about caves in an encyclopedia. You want to use the information in a report, and have decided on the main headings for your outline. Re-read the paragraphs and decide what sub-headings you could use. What *details* might you include under the sub-headings? Complete the outline below.

### Caves

Caves are very interesting places. There are several types of caves. Caverns or solution caves were hollowed out of limestone. The pounding of waves on rocky cliffs form sea caves. Lava caves are formed by lava rivers. Glacial ice caves are hollowed out of glaciers.

Almost every cave is inhabited. Some animals such as birds and skunks shelter there. Rats and bats live in caves but leave to find food. Some insects, fishes, and salamanders spend their whole lives in caves. Many of these creatures are blind and white or pale pink in color.

### Caves

#### I. Types of Caves

##### A. Caverns or solution caves

1. hollowed out of limestone

##### B. ....

1. ....

##### C. ....

1. ....

##### D. ....

1. ....

#### II. Creatures That Live in Caves

##### A. Birds and skunks

1. shelter there

##### B. ....

1. ....

##### C. ....

1. ....



# How Do You Say It?



Complete the chart below, using the correct forms of the verbs. The first one is done for you.

Present tense	Past tense	Past tense with has or have
take .....	took .....	(has or have) taken .....
break .....	.....	(has or have) .....
freeze .....	.....	(has or have) .....
.....	brought .....	(has or have) .....
.....	.....	(has or have) spoken .....
.....	sang .....	(has or have) .....
swim .....	.....	(has or have) .....
.....	.....	(has or have) torn .....

Underline the correct word in the brackets to complete the following sentences.

- 1. Snakes (doesn't, don't) have (any, no) legs.
- 2. There (isn't, aren't, ain't) any poisonous snakes in this area.
- 3. Doing a project (taught, learnt) me a lot about the Massasauga Rattler.
- 4. (Leave, Let) me go!

Write four sentences using the past tense of the following verbs.

drink .....

.....

bring .....

.....

came .....

.....

climb .....

.....



# Paragraphs in Stories

The pictures below tell a story. Study the pictures and decide how many important events happen in the story.



Usually if there are three main things happening in a story, you will need to use three paragraphs to write the story.

On a separate piece of paper, write a story to go with the pictures above. Use three paragraphs in your story. Indent your paragraphs clearly.



# Write a Better Story

Reread the story you wrote in the activity on page 106.

- 1. Underline two nouns in your story. After each noun add two adjectives joined by *and*, like this:

*happy and carefree,*  
The boy, skipped down the lane.

.....

.....

- 2. Find two short sentences and combine them in some way, like this:

*When the dog jumped, he hurt his leg.*  
~~The dog jumped. He hurt his leg.~~

.....

.....

- 3. Underline two verbs in your story. After the verb add a word or a group of words telling either where, when, or how, like this:

*all night*  
A dog barked.

Improve the sentences below by adding adjectives, combining short sentences, or describing the verb.

- 1. The boy ran. He felt tired.

.....

- 2. The apple tree stood in the yard.

.....

- 3. They rode on the roller coaster.

.....

- 4. The boy went swimming.

.....



# It's Awful, Awful, Awful !

## My Awful Experience

Yesterday when I was out in the woods I saw an awful sight. Across the path in front of me slithered an awful snake. I let out an awful yell and jumped a foot. When my sister laughed and told me that it was just a harmless garter snake, I felt awful. Next time I won't be so frightened when I see a snake.



Read the paragraph above carefully. One word has been used too often. What is this word? ..... How many times was it used? .....

Cross out the overused word in the paragraph and replace it with a synonym each time it is used. Write the synonym in the space above the word.

Replace the underlined words in the sentences with a synonym. The first one is done for you.

1. A snake is a quiet pet. .... silent
2. When a snake gets sick, it is best to turn it loose.....
3. Snakes can move quickly. ....
4. The python moved through the jungle. ....
5. The boa constrictor is a big snake. ....
6. We looked all over the room and found our runaway snake. ....
7. "Help! A snake!" shouted Terry. ....
8. Jan was happy to get a pet snake for her birthday. ....



# Puzzle It Out

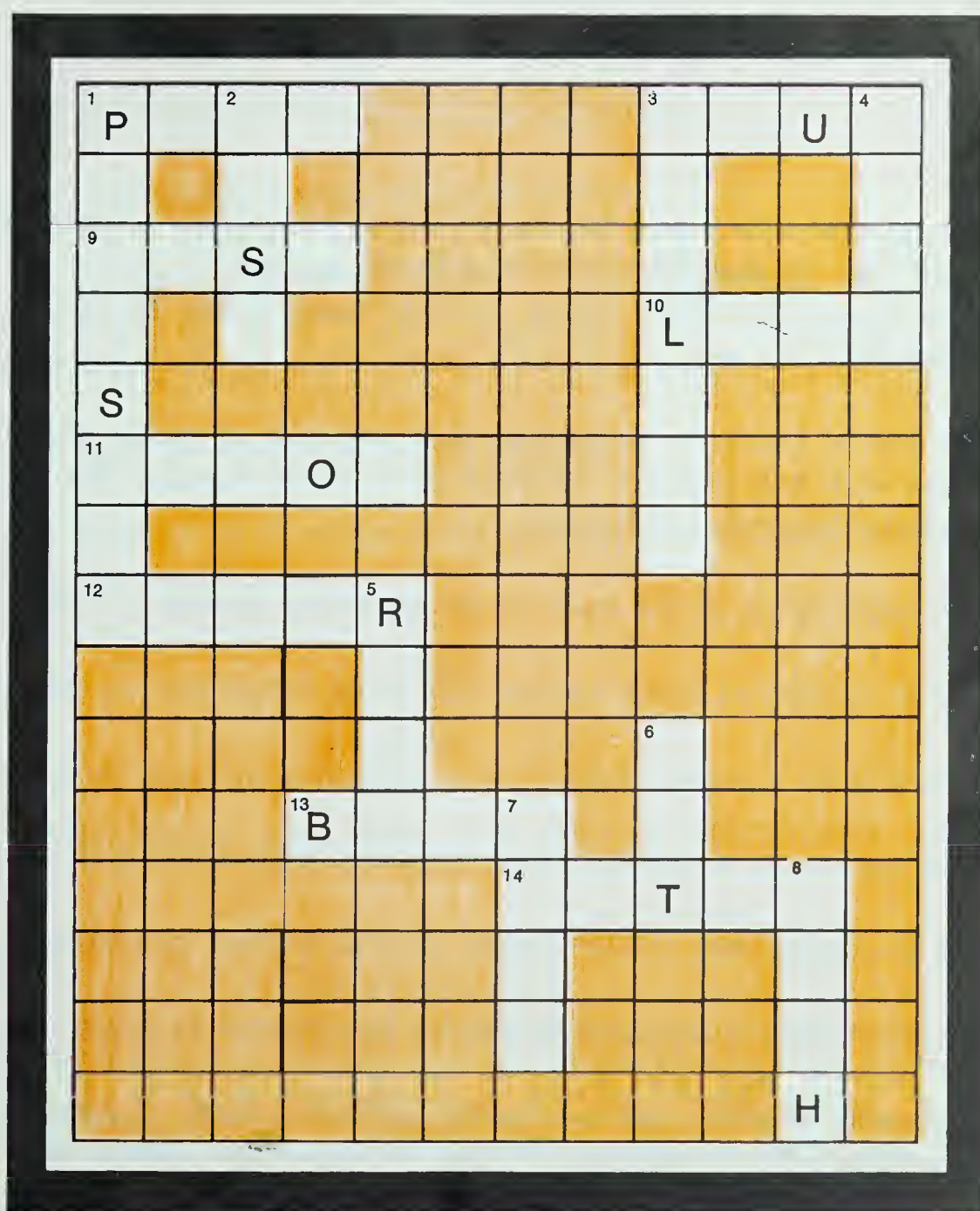
Fill in the missing letters in the crossword puzzle below.

## DOWN

1. synonym of enjoyable
2. antonym of first
3. antonym of sick
4. antonym of hate
5. homonym of road
6. antonym of in
7. homonym of tail
8. synonym of hurry

## ACROSS

1. homonym of pail
3. homonym of hall
9. antonym of east
10. antonym of early
11. synonym of cars
12. homonym of there
13. homonym of beat
14. antonym of before





# Paragraph Sense



Read the following paragraph.

The pit viper is one example of a poisonous snake; he gets his name from the two pits located on his head. These two hollows are located on each side of the head, between the nostril and the eye. When my brother gets a cold, his eyelids swell. In this way he is able to know whether a warmblooded animal is near even in the dark. The pits help the viper to tell the difference between warm and cold temperatures.

1. Underline the sentence that tells the main idea of the above paragraph.
2. Draw a line through the sentence that should be left out.
3. What sentence is out of order? Draw a circle around the sentence and draw an arrow to show where it belongs.

The paragraph below contains sentences that are out of order. Find the sentence that tells the main idea and put a 1. in front of it. Then number the other sentences in the order you think they should follow.

○ The cobra aims at the eyes of an attacking animal. ○ The “spitting” cobra is able to spray venom out of its fangs just as you might spray water from a water pistol. ○ If a person is sprayed by a spitting cobra, he can avoid blindness by rinsing his eyes with water immediately. ○ By doing this, it can cause almost instant blindness in the attacker, even from a distance of twenty decimetres or more.

On a separate piece of paper, write a paragraph on a topic of your choice. Rewrite the paragraph, putting the sentences in the wrong order. Then have a classmate number the sentences in their correct order.



# A Determiner is...

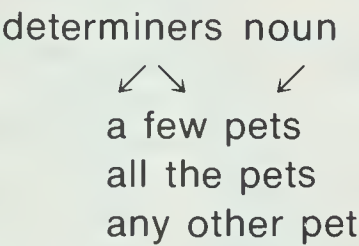
Circle the words in the list below that make sense in one or both sentences.

..... snake is colorful.

..... snakes are colorful.

- |      |      |         |         |
|------|------|---------|---------|
| a    | from | few     | many    |
| have | that | climbed | several |
| some | by   | this    | in      |

The words from the list above that fit into the sentences are called *determiners*. A *determiner* signals that a noun is coming. Sometimes there is more than one determiner before a noun. For example:



Underline all determiners in the following sentences.

1. Snakes do not eat grass, leaves, or other plants.
2. Some snakes eat coldblooded animals such as frogs, toads, and fishes.
3. Many other snakes live on warmblooded animals such as birds and mice.
4. A few snakes feed on earthworms and insects.

On the line in front of each noun write at least one suitable determiner. Use a different determiner for each noun.

- |                  |               |
|------------------|---------------|
| 1. .... cage     | 3. .... enemy |
| 2. .... reptiles | 4. .... twig  |

Write two sentences of your own that contain determiners. Underline the determiners.

.....

.....

.....

.....



# Correcting an Outline

Maria found this information about snow houses in an encyclopedia. Below it you will see the main headings and sub-headings she decided to use for her outline. Maria made some mistakes in her outline. What mistakes did she make? Rewrite the outline correctly on a separate piece of paper.



## Snow Houses

Almost all Inuit today live in homes of stone or earth. But sometimes they must travel long distances from home during the winter to hunt for food. Igloos are then built for shelter.

Blocks are cut out of hard-packed snow and fitted together. A knife of walrus ivory is used for the cutting. The house is low and dome-shaped. It takes a few hours to build a small igloo.

Inside the igloo, platforms of snow are built for beds. A stone stove or lamp is used for cooking. It also provides some heat. An igloo is a warm comfortable shelter.

## Snow Houses

- I. Why igloos built
  - A. walrus ivory knife to cut snow blocks
  - B. shelter in igloo
- II. How an igloo is built
  - A. blocks cut from hard-packed snow
  - B. snow platforms for beds
- III. Inside the igloo
  - A. during winter Inuit travel for food
  - B. stone stove or lamp for cooking
  - C. warm comfortable shelter



# Making an Outline

Read the following article about homes of the past. Imagine that you are preparing to write a report and want to make an outline of the information. Decide on your main headings and sub-headings for each paragraph. Then write a brief outline of the information.

## Some Homes of the Past

Many thousands of years ago the Swiss lake dwellers built houses set on posts in Lake Geneva. The houses were high over the water. Here the people were safe from floods, animals, and enemies. They fished and moved through the village on boats.

Homes in ancient Egypt were built mainly of bricks and stone because there was so little wood around. Homes were built to keep out the heat so there were few windows in houses. The roofs were flat and people slept or sat there. There were no chimneys for the fireplaces where cooking was done. Servants scattered perfume about to cover up the smell of smoke.



Theme: "The House That Suits You May Not Suit Me," Starting Points in Language A

- .....
- I. ....
- A. ....
- B. ....
- C. ....
- II. ....
- A. ....
- B. ....
- C. ....
- D. ....
- E. ....



# Writing Similes

A comparison that begins with *like* or *as* is called a .....

Complete the following:

- 1. as quiet as .....  
.....  
.....
- 2. The seagull glided like .....  
.....  
.....
- 3. as angry as .....  
.....  
.....
- 4. as funny as .....  
.....  
.....

Write a short paragraph about one of the topics suggested below. Use at least two similes in your paragraph.

- Goblin House

Our Treehouse
- My Room

A Secret Place

.....

.....

.....

.....

.....

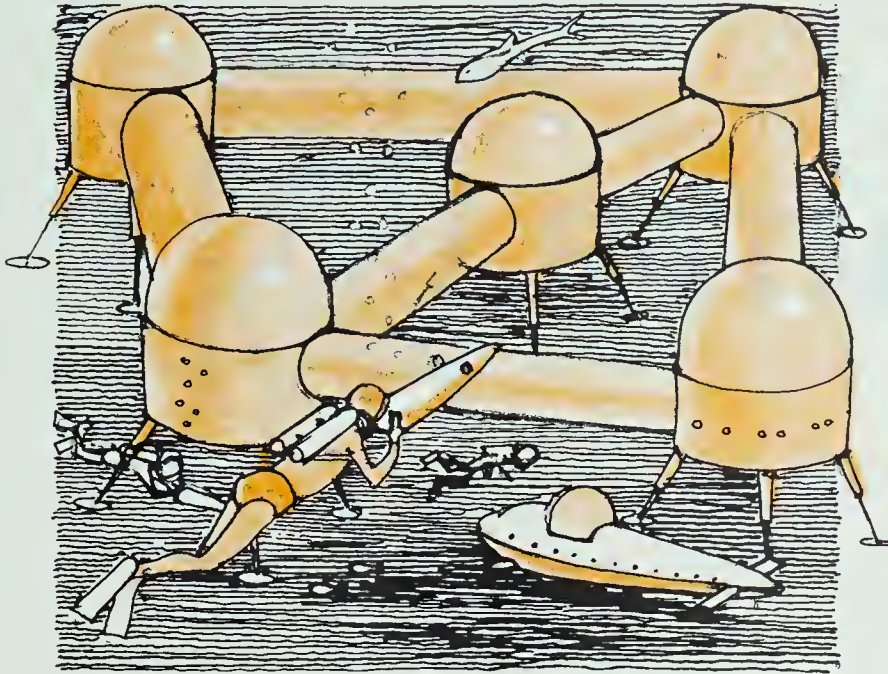
.....

.....



# Special Words

Below are two pictures of make-believe places. Try to imagine what it would be like to live in each of these cities. From the list at the bottom of the page, choose words that you think the people in each of these cities would probably use every day. Write the words on the lines under each picture.



Here is an underwater village of the future.



Here is a city on a space station.

.....

.....

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.....

gravity  
scuba  
spacecraft  
rocket  
dome

undersea  
orbit  
diving suit  
capsule  
flippers

spacesuit  
submarine  
oxygen  
meteor  
space ferry

surface  
heat shield  
astronaut  
diver  
satellite



# Words That Speak

When you read a book, magazines, or the newspaper you have probably seen many different kinds of print. Sometimes the type of print used shows something about the meaning of the word. Below are some examples of this kind of print.



Use the space below to print the following words. Use print that shows the meaning of each word. Then, in brackets after the word, tell whether it is a noun, verb, adjective, or adverb.

wet (..... )	shouted (..... )
quickly (..... )	rainbow (..... )



# Proofreading a Paragraph

Proofread the paragraph below in the following way:

- 1. If a word is spelled incorrectly, cross it out and rewrite it correctly. For example:

cat  
~~kat~~

- 2. If a capital letter is needed, cross out the small letter and insert a capital. For example:

J  
~~j~~ames

- 3. Add punctuation where it is needed.

## A Home on a Volcano

The side of a volcano that blows up once in a while is not a safe spot for making a home. However, the soil around volcanoes is very rich, and it grows wonderful crops. For many hundreds of years, Italian grape growers have lived on the sides of active volcanoes. They hope that the fiery mountain will not burst forth and destroy their homes. Sometimes these volcanoes do become active. Then the homes and the grape arbors are buried under tonnes of ash or lava. Nevertheless, when the volcano is quiet again, the people come back to rebuild and to till the rich soil.

Write your corrected copy of the above paragraph on the lines below. Use a separate piece of paper if you run out of room on this page.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



# Revising a Paragraph



Write a rough copy of a paragraph on the lines below. Use one of the following topics, or a topic of your own choice.

Life as a TV set  
Inside an Igloo  
The First Rain

Getting Ready for a Camping Trip  
Footsteps  
If I Were a Turtle

.....

.....

.....

.....

.....

.....

.....

- Reread your paragraph to see if it has the following:
- 1. It contains only one main idea.
  - 2. All the sentences tell something about the main idea.
  - 3. The sentences are in the proper order.
- Make any changes that are necessary.

Then proofread your paragraph for spelling, capital letters, and punctuation using the same method you used on page 117.

Write the corrected copy of your paragraph on the lines below.

.....

.....

.....

.....

.....

.....

.....



# Punctuating Sentences



1. You are late for the game.
2. You are late for the game?
3. You are late for the game!

Which of the above sentences asks a question? ..... This is called a question sentence.

Which sentence tells something? ..... This is called a statement.

Which sentence shows strong feelings? ..... This is called an exclamation sentence.

Punctuate the following sentences to show whether they are statements, questions, or exclamations.

1. My family lives in an apartment
2. What is a hobbit
3. Run quickly
4. Many chalets are found in the mountains of Switzerland

Follow the directions below.

1. Write a question about the weather.

.....

2. Write a statement about your house.

.....

3. Write an exclamation you might say during a baseball game.

.....

4. Write a question you might ask a new pupil in your class.

.....



# “Who’s Talking?”

In the theme, “Do You Get the Message?,” you learned to begin a new paragraph, or indent, every time a new person is speaking. The paragraph below is an example.

“Are you two dressed warmly enough?” asked Mrs. Waters as the boys were preparing to leave.

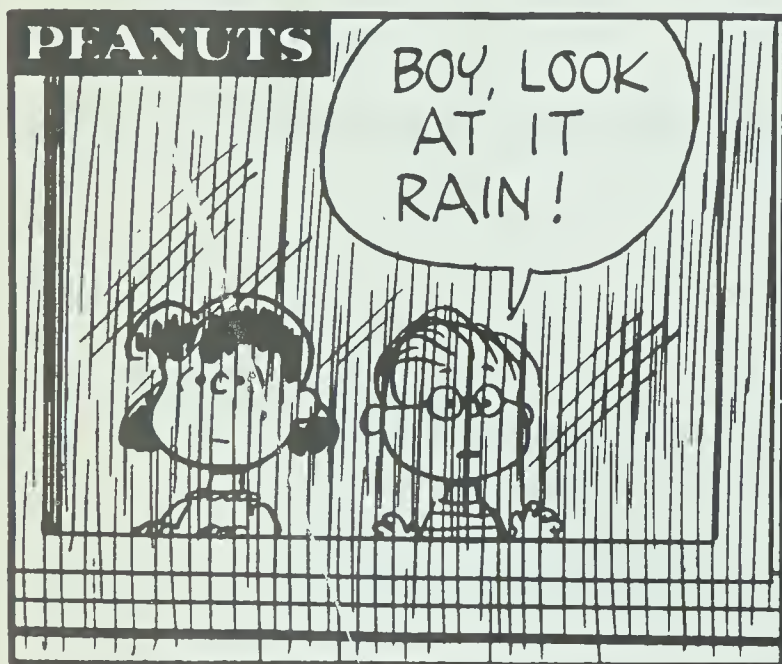
“Yes, Mom,” answered Tony.

“I even have some extra mittens in my pocket in case I get these wet,” said Bill.

On a separate piece of paper, write the cartoon strip below as a conversation. Supply your own tag words.

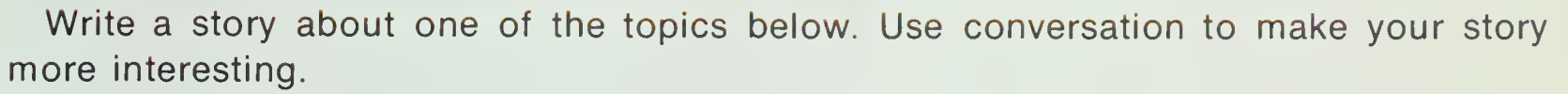
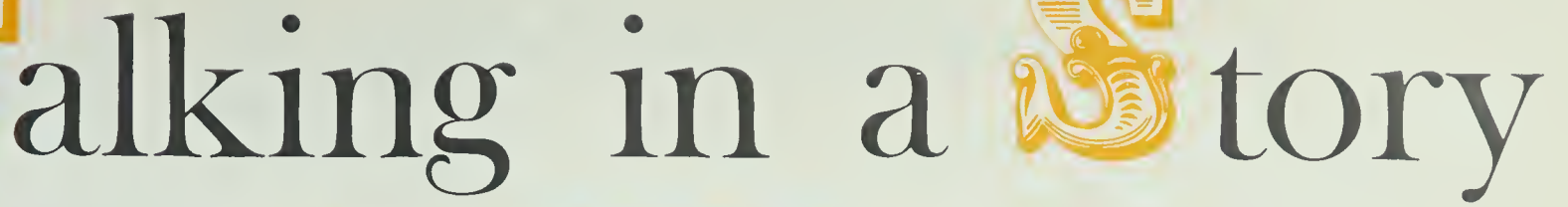
**PEANUTS®**

**By Charles M. Schulz**



Theme: “The House That Suits You May Not Suit Me,” Starting Points in Language A





1. Life Inside a Ping-Pong Ball
2. If I Were a Dirty Car
3. The Magic Umbrella
4. A New Friend
5. The Funny Experiment



# MORE & MOST



The hobbit laughs loudly.



This hobbit laughs more loudly



This hobbit laughs the most loudly.

What word do you use before the adverb *loudly* when you compare two? .....

What word do you use before the adverb *loudly* when you compare more than two?

.....

Write the comparing forms of the following adverbs. The first one is done for you.

	Comparing Two	Comparing More Than Two
foolishly	more foolishly .....	most foolishly .....
steadily	.....	.....
angrily	.....	.....
sleepily	.....	.....
gently	.....	.....

Write three sentences using any three of the comparing adverbs you wrote in the above exercise.

.....

.....

.....

.....

.....

.....



# He Said



Part of a story is written below. Read it carefully.

Suddenly the lifeguard heard the cries of the small boy and spotted a struggling figure in the distant waves.

“Help! Help! I’m drowning!” <sup>shouted</sup> ~~said~~ the boy.

“Hold on! I’ll save you!” said the lifeguard.

Diving into the water, the lifeguard skimmed the waves and towed the small boy safely to the shore.

“You’re safe now,” said the lifeguard.

“Thank you,” said the boy.

The conversation in the paragraph above could be improved by using different words for said in the tag words.

Cross out the word said each time it is used in the paragraph above. Then choose a better word from the list below. Write it in the space above the word you crossed out. The first one is done for you.

called

announced

muttered

shrieked

Choose from the words below to complete the following sentences. Write the words in the spaces. The first one is done for you.

**groaned**

*whispered*

**begged**

***shouted***

**laughed**

1. “Let’s tiptoe in and surprise Hans,” ..... <sup>whispered</sup> ..... Jan.
2. “That clown looks funny walking upside-down,” ..... Joe.
3. “Please help me,” ..... Raphael.
4. “I’ve got homework again,” ..... Brigitta.
5. Sandy ..... , “We’re winning!”

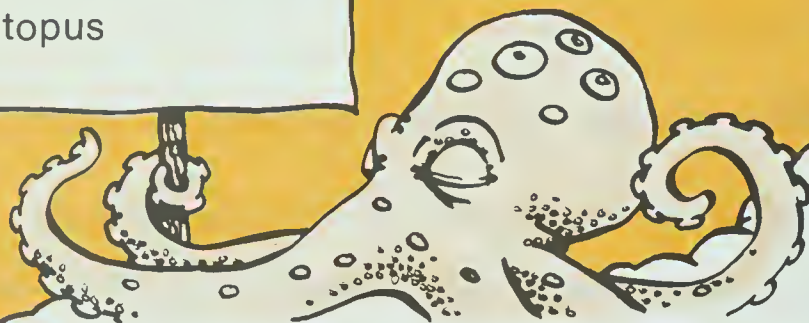
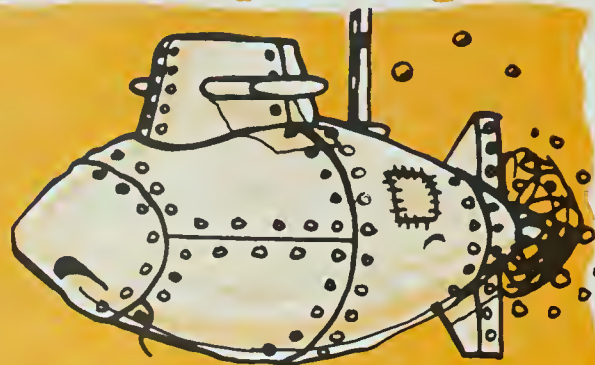


# Questions into Main Headings



Choose one of the subjects below and write down six questions you might want to answer if you were writing a report on that subject.

Coral  
Learning How to Swim  
Collecting Shells  
The Shark  
How a Submarine Works  
Sunken Treasure  
The Octopus



1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

Change your questions to statements to form the main headings for an outline, as on page 84.

.....

.....

.....

.....

.....

.....

.....



# Ending a Story

Read the story below.

While walking along the beach one day, I spotted an enormous cave right near the water’s edge. This was my chance to go spelunking; so I entered the cave and began to explore. I had traveled deep into the cave before I noticed the water creeping up around my feet and ankles. It was then I realized that the tide was coming in! I headed back toward the mouth of the cave. The water was up to my knees now. Which way should I turn, left or right? The water was getting higher. Then I went home.

Did you think that the ending to this story was good? Why or why not?

.....  
.....

What questions were in your mind when you finished reading?

.....  
.....

A good story ending should tie up all the loose ends of a story.  
Read the following story outline. Write an ending for the story that answers the questions following the story. Write your ending on a separate piece of paper.



Sharon’s mother buys a beautiful carpet in an antique store. The next day Sharon is lying on the carpet, reading a book about a magic land called Zamandoo. Suddenly the carpet rises into the air, and carries Sharon out the open window and into another world—Zamandoo. After spending several hours making friends with the people, Sharon decides to return home. But the people of Zamandoo do not want Sharon to leave them, and are very unhappy. Sharon climbs onto the magic carpet, and commands it to fly her home again.

Does the carpet obey Sharon? Does she remain in Zamandoo, or return home? What does she tell her parents when and if she returns home?

Theme: "Dig in the Sand and Look at What Comes Up," Starting Points in Language A



# Ending a Story

On the lines provided, write an ending for the story given below.

Davey’s parents had been killed in a car accident. He was living with his aunt Daisy and Uncle Henry. They had no children of their own. They gave Davey all the things he needed, but he felt that they did not really like or understand him.

There were no children nearby for Davey, and so his only friend was old Lad, the dog. Every day after school Lad waited for Davey at the gate and they played together. They went exploring all over the farm and played games that Davey invented. One day Uncle Henry remarked, “That Lad is getting so old. I guess we’ll have to get rid of him soon.” Davey felt a great lump rise in his throat. He knew that he could never let Lad go.



.....

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.....

.....

Theme: "Dig in the Sand and Look at What Comes Up," Starting Points in Language A



# Common and Proper Nouns

Read the two columns of words below.

A	B
girl	Jennifer
city	Toronto
dog	Rover
street	Bay Street

The two columns of words above show two kinds of nouns. A *common* noun names someone or something belonging to a large group. The words in group A (girl, city, dog, street) are common nouns.

A proper noun is the name for a particular person or thing. The words in group B (Jennifer, Toronto, Rover, Bay Street) are *proper* nouns.

With what kind of letter do common nouns begin? .....

With what kind of letter do proper nouns begin? .....

Beside each word in the following list write *common* or *proper* to show what kind of noun it is.

John .....	harbor .....
seashore .....	seaweed .....
coast .....	Mrs. Beattie .....
Conception Bay .....	shells .....

Complete each sentence below using the kind of noun asked for.

1. Last..... we went to the beach. (proper noun)
2. Sue and..... built a tall sand castle. (proper noun)
3. .... and Jim collected many shells. (proper noun)
4. Tom found a..... in a rock pool. (common noun)
5. While we were swimming, a..... swam by us. (common noun)

On a separate piece of paper write three sentences. Each sentence should contain at least one common noun and one determiner. Underline the nouns and circle the determiners, like this:

Beautiful starfish can be found in many places.



# All **KINDS** of Starfish

On the opposite page you will find four kinds of starfish: *adjective* starfish, *noun* starfish, *verb* starfish, and *adverb* starfish.

Place all the adjective starfish in the column below marked Adjective Starfish. Then place all the noun starfish in the column marked Noun Starfish. Do the same for the verb starfish and the adverb starfish.

Adjective Starfish	Noun Starfish	Verb Starfish	Adverb Starfish

Use the words from the lists above to complete the four sentences below.

The .....  
A .....  
Those .....  
That .....

Complete the sentences below by placing a word in each empty starfish.

The

fish

quickly.

moved

Hungry

eat



gently

waves

hungry

little

glided

boy

swims

beautiful

heartily

walrus

seagull

rolled

swiftly

ate

well

tiny



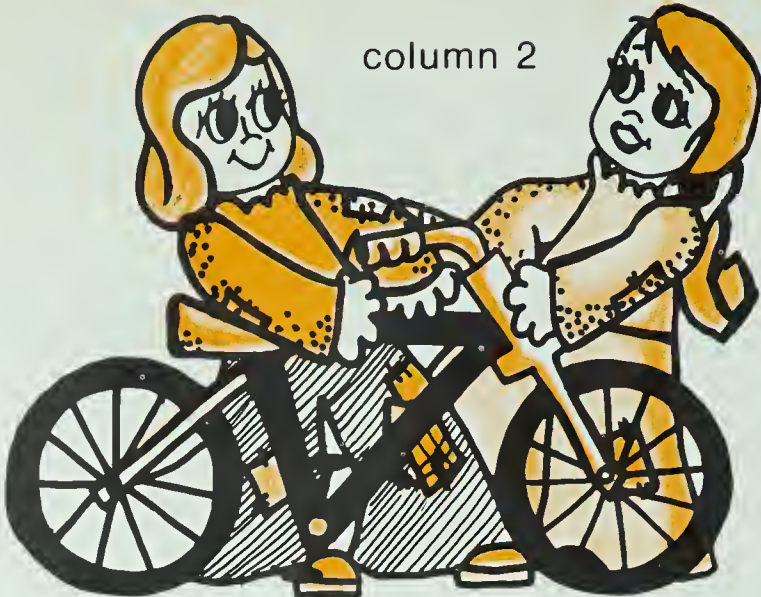
# Make It Plural

column 1



the girl's bike

column 2



the girls' bike



the dog's bone



the dogs' bone

Study the pictures and the words below each picture. Explain the difference between column 1 and column 2.

.....

Notice the position of the apostrophe when the owning word is plural.

Write the plural of each noun below on the first line at the right. On the next line write the form that shows ownership. The first one is done for you.

1. city	..... cities .....	..... cities' .....
2. dentist	.....	.....
3. explorer	.....	.....
4. baby	.....	.....
5. tiger	.....	.....



# In your own words



When you write up your report from your outline, it is important to use your own words and not copy from the text.

Practice by putting the following sentences in your own words.

1. The sea abounds in fish especially cod and herring.

.....

.....

2. Snakes are found throughout the warmer regions of the earth.

.....

.....

3. When it loses an arm or ray the starfish can grow a new one, and we often find one or more small arms growing to take the place of arms which have been lost.

.....

.....

.....

4. There are some shells shaped just like a little dunce cap, and these are called dunce cap limpets.

.....

.....

5. The tiny feet of a starfish hold on to rocks so tightly with their suckers that they can hardly be pulled off.

.....

.....

6. The people who live in the Swiss Alps must build sturdy houses to withstand the heavy snowfalls, high winds, and snowslides of the region.

.....

.....

Theme: "Dig in the Sand and Look at What Comes Up," Starting Points in Language A



# Outline and Report

Jerry made this outline for a report he was doing on the topic, "The Walrus."

## The Walrus

- I. Where Lives
  - A. Arctic waters
    - 1. Off coasts of northern North America
    - 2. Off coasts of northeastern Siberia
  - B. in summer in far northern water, in fall moves south, in spring north again
- II. Appearance
  - A. Body
    - 1. 3 m—4 m long
    - 2. has a mass of up to 1000 kg
    - 3. tusks up to 90 cm in length
  - B. Skin
    - 1. thick, tough, wrinkled hide, almost naked
- III. Walrus and Man
  - A. Inuit use hides, blubber, flesh, and tusks
  - B. Population decreasing recently
    - 1. danger of vanishing

Now read Jerry's finished report below.

## The Walrus

The walrus lives in the Arctic waters off the coasts of northern North America and northeastern Siberia. In summer they live in far northern waters. In the fall they move southward and in the spring they go north again.

Walruses grow to be about three to four metres long and have a mass of up to one thousand kilograms. Their hides are thick, tough, and wrinkled. Walruses are almost naked of fur. They have large tusks which can grow to a length of ninety centimetres.

The Inuit use the hides, blubber, flesh, and tusks of the walrus. The population of walruses has been getting very low in the last years. Walruses are in real danger of vanishing.

Compare the outline with the report Jerry wrote in the following ways:

- 1. Which one is written in complete sentences? .....
- 2. In which one are main headings and sub-headings used? .....
- 3. Which one is divided into paragraphs? .....
- 4. Does the report contain all the information in the outline? If not, what is left out?  
.....





# Writing a



# Proofreading a Story



If you look carefully, you will find eight things wrong with the picture above.

Sometimes when you write stories you make mistakes too. Read the following story. Correct the mistakes using the proofreading marks given below.

^ something left out

/ wrong letter or punctuation mark

— misspelled word

# new paragraph

lives a S  
For example: He lifes on avon street .

Cookie Sail

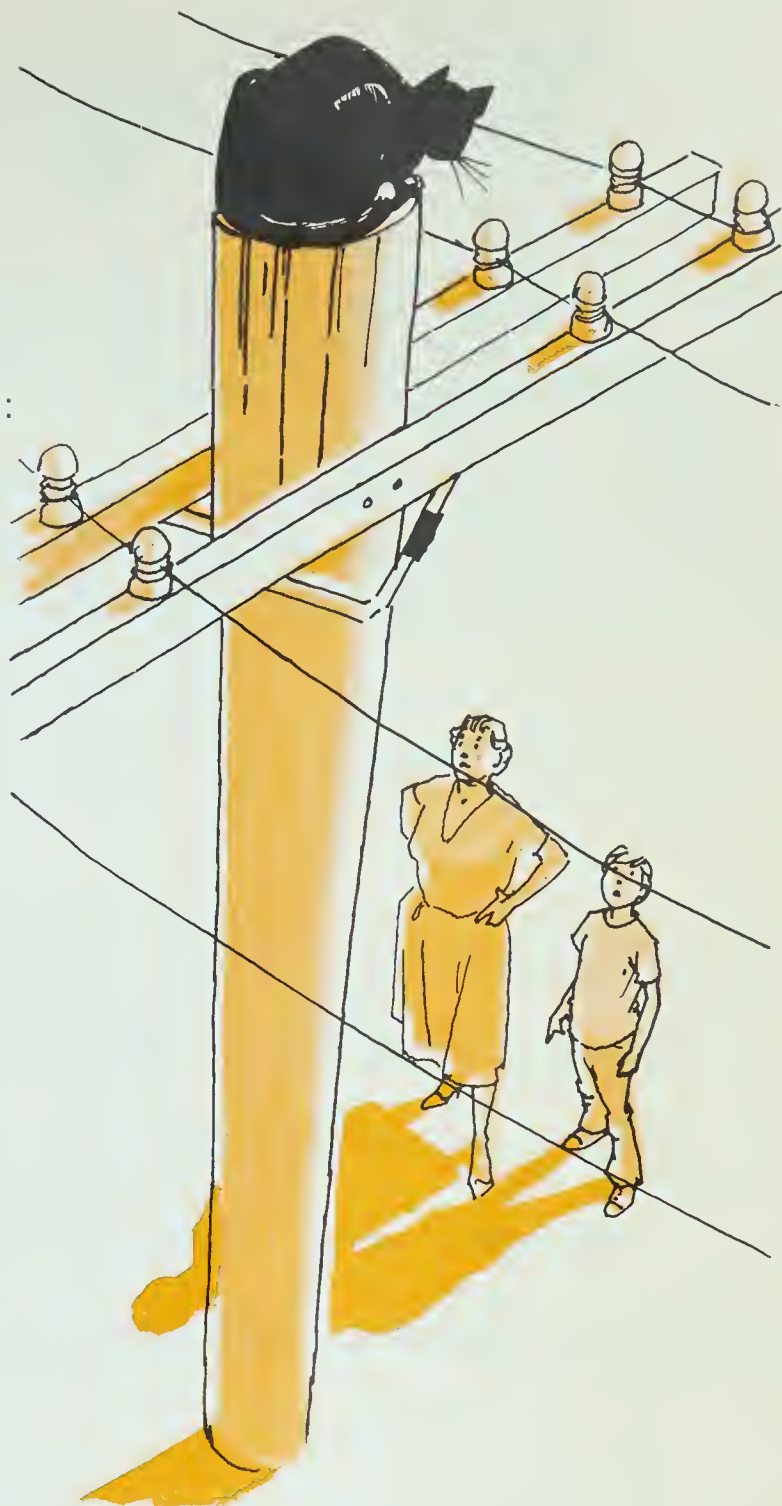
All Saturday the buoys in our club made cookies to sell at our yearly bake sale. It was fun? Larry's mother and Tony's father helped us. We made too kinds of cookies. i liked the choclate ones best. We had the sale on sunday Morning in the church basement. Lots of people came We sold all the cookies. Next year we are planning to a white elephant sal. The money we raze will go to UNICEF. I hope it will be funn.



# Proofreading a Story

Jim told this story of what he saw happening:

On my way to school yesterday I heard a loud, pitiful meow. I looked around curiously. Then I saw the cat. It was sitting on top of a telephone pole. It must have climbed up and now was afraid to come down. Then a lady came out of a nearby house. She saw the cat and said, "Oh, no, Suki! Are you stuck again?" Then the lady told me that Suki often went up the pole and couldn't get down again. Then the lady went back into the house. She came out with a dish of chocolate milk. Then she put the dish down at the bottom of the pole. "Come on Suki, chocolate milk," she called. Then Suki stopped crying. She came carefully down the pole and started to lap up the milk. "It works every time," laughed the lady. "She just loves her chocolate milk!"



Jim's story had these good points: He observed well, he told things in order, and he wrote an ending which tied the story together.

Some parts of Jim's story could be better.

1. With what word did he begin many of the sentences? .....

2. Rewrite one of the sentences leaving out this word.

.....

3. Find two places in Jim's story where you can make two short sentences into one long one. Write your two new sentences.

.....

.....



# Writing a Story



On a separate piece of paper write a story using one of the topics suggested below. Then use the proofreading symbols on page 134 to correct your errors. Write your corrected copy on the lines below.

1. A class goes on a nature hike and gets lost in the woods.
2. A child loses the new bike he or she got for Christmas.
3. A family with seven children moves in next door to you.



# GO!!! PUNCTUATE A STORY !!!



Place capital letters, periods, commas, question marks, exclamation marks, and quotation marks where they are needed in the selection below.

all the rabbits at the meeting looked very solemn hops a small brown rabbit sat beside his mother trying to understand

old man tickleson the meanest farmer in six counties was after the rabbits again he shot at them he set traps lately he had been throwing out poisoned lettuce leaves and yet the rabbits had never even nibbled one pea in farmer tickleson's garden so tight was the fence the rabbits meeting was to see what in the world could be done

i can think of only one answer to our problem the oldest rabbit said we must hunt tirelessly for a four-leaf clover

why whispered hops to his mother

a rabbit who finds a four-leaf clover has magic power his mother said

but i found one yesterday said hops

mrs rabbit threw up her paws in surprise what did you do with it she asked

i ate it

order shouted the oldest rabbit

hops has eaten a four-leaf clover explained his mother

immediately all the other rabbits stared at hops in wonder and admiration are you sure did you count carefully they asked

from *The Enchanted Rabbit* by Robin Palmer



# Proofreading a Report

When your report is written, you will need to proofread it carefully. Here are some questions to ask yourself:

- Did I use complete sentences?
- Did I use correct spelling and punctuation?
- Did I put my facts in the right order?
- Did I put sentences in my own words?

Below is part of a report. The errors in the report have been marked and corrected. Beside each correction write what error was corrected. The first one is done for you.

## Wagon Trains

Many pioneers traveled to the west in <sup>wagon spelling</sup> ~~wagan~~ trains. For months they <sup>lived</sup> ~~livd~~ in covered wagons. Thirty or more wagons made up a wagon train. On good days a wagon <sup>train</sup> ~~trane~~ traveled twenty kilometres. <sup>On bad days it might travel ten.</sup> ~~On bad days ten.~~ It think it would be fun.

Make the corrections in the report below. Mark the corrections as in the example above. Then, on a separate piece of paper, write the corrected copy of this report.

## Pets

There are over one hundred breeds of dogs from which to choose if you want a pet you should pic one that you can afford. Large eat more. If you live in the city, it is best too have a small dog witch does not need much exercise. I think that terriers are nice dogs. Most dogs are easy to feed and train.

Cats are also easy to car for. Feeding has been made easy by the commercial cat foods. When deciding weather to get a long or a shorthair cat, remember that long-haired cats need to be combed?

Rabbits can be kept in cages outdoors or housebroken and kept indoors. Hay, greens and rabbit pellets.

They will drink from a water pan sunk in the ground.



# Proofreading a REPORT

Proofread and make corrections in the report you wrote on page 133. Write the corrected copy of your report below.

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is white with light blue or green lines, and there are no margins or other markings.



# Find the Words

Write synonyms, antonyms, or homonyms as indicated for the words below. The first one for each is done for you.

## Synonyms

large ..... big ..... forest .....  
 happy ..... quick .....  
 automobile ..... rich .....

## Antonyms

hot ..... cold ..... high .....  
 good ..... down .....  
 short ..... late .....

## Homonyms

flour ..... flower ..... weight .....  
 site ..... write .....  
 here ..... sea .....

Search the puzzle below for your answers in the above exercise. Synonyms and antonyms are written left to right. Homonyms are written up and down. Circle your answers. One of each kind is done for you.



x	s	u	p	h	g	l	a	d
g	f	d	k	e	l	p	r	z
n	l	f	p	a	s	b	i	g
c	o	l	d	r	l	b	g	f
k	w	o	o	d	s	k	h	w
o	e	x	f	f	a	s	t	a
s	r	t	l	o	w	s	r	i
i	e	a	r	l	y	e	s	t
g	r	s	c	a	r	e	g	f
h	g	t	a	l	l	c	m	q
t	x	w	e	a	l	t	h	y
z	b	a	d	m	p	g	e	d





# Echo — Echo

On the lines below, write the sound that comes to your mind as you look at each picture.



plop



crackle



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The words that you wrote above seem to echo sounds. Read the following story and underline any words that seem to echo sounds.

It was a fall day in the country. The dry fallen leaves rustled as the children walked through them. The wind hissed through the empty branches of the trees. The last apples in the orchard fell to the ground with a soft thump, pushed by the gentle wind. From the distant pastures came the lowing of the cattle and the bleating of the sheep. A sudden pitter-patter of rain drove everyone to shelter.

On a separate piece of paper, make up words to echo the sounds made by the following objects: rain hitting a window, an angry cat, a ripe tomato hitting the ground.

Read the example below. Then make up your own words that seem to echo sounds.

Shlunk is the sound of a baseball falling into a mitt.

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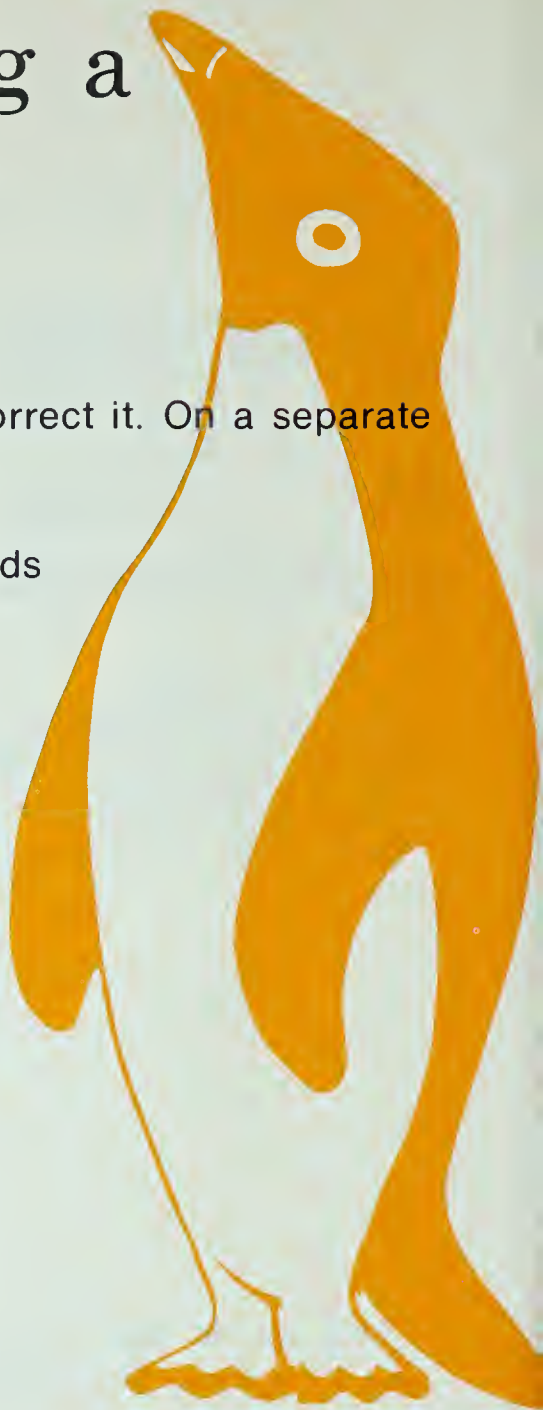


# Writing and Proofreading a REPORT

Write a report from the outline below. Then proofread and correct it. On a separate piece of paper, write the final copy of your report.

## How Penguins Are Different From Other Birds

- I. Penguins in the Water
  - A. Wings are flippers and cannot fly
  - B. Fly in water, speeds up to 50 kilometres per hour
  - C. Can dive to a depth of 10 metres
  - D. When surface can leap into air
- II. Penguins on Land
  - A. Flippers for fighting and balancing when walking
  - B. Waddle slowly, standing up like a person
  - C. On snow and ice may lie on bellies and row with feet
- III. Feathers
  - A. Cover body completely
  - B. Small, look like scales
  - C. Shed water and keep them warm



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